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La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE



THE CHANGING FACE OF THE CAMPUS

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CREDITS: Cover photo by Charles Sibre; page three (center), Lawrence Kanevsky; page 6, Carroll, Grisdale & Van Alen; page 10, Walter Holt; back cover & page 15, Kevin Nolan; page 19 (top) & 24, Ralph Howard; all others by Charles Sibre.

La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE

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Robert S. Lyons, Jr., '61, *Associate Editor*

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THE CHANGING FACE

OF THE CAMPUS

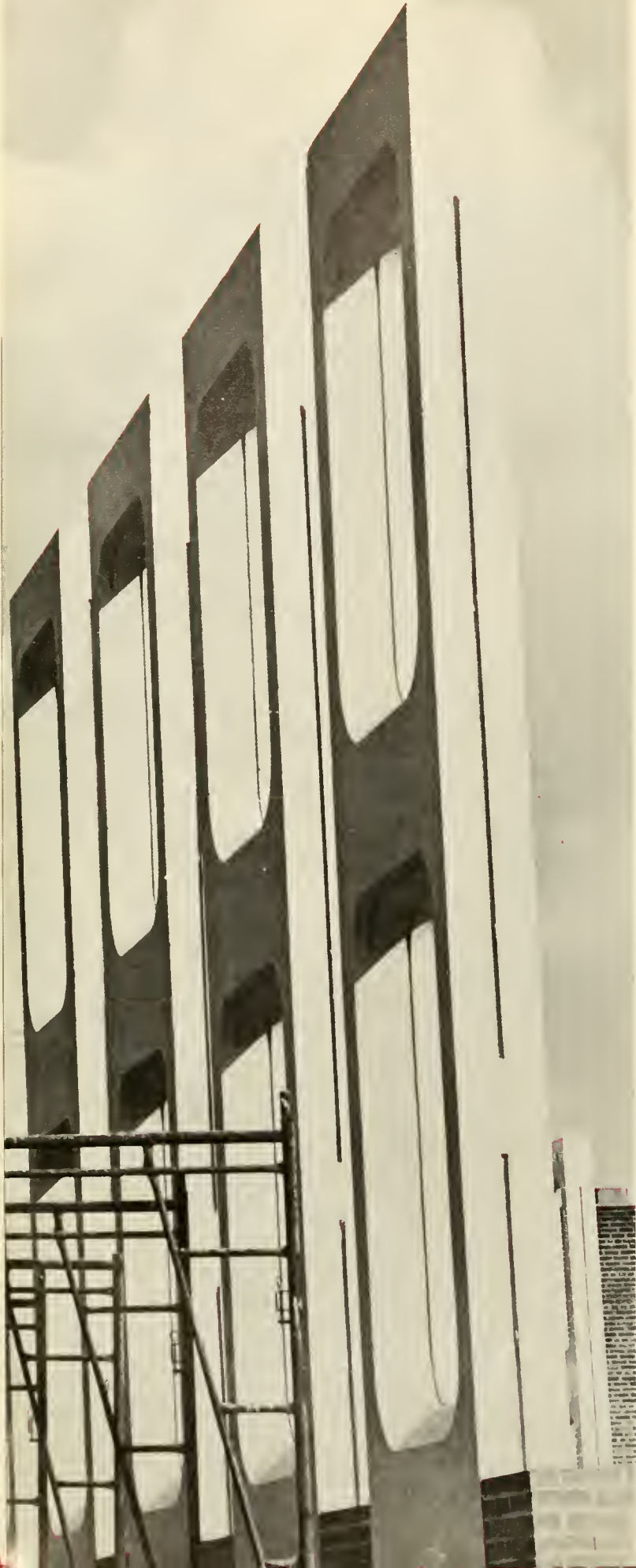
What was once a plain auditorium

is now a bright, new student chapel...

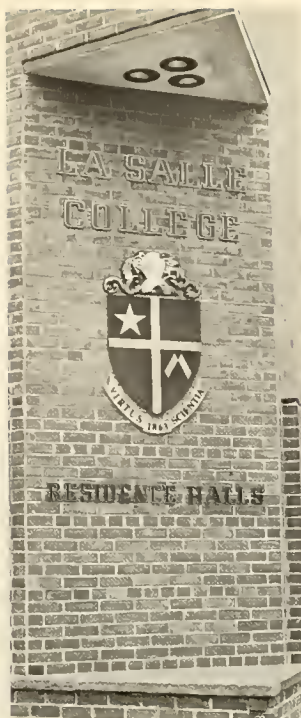




four new residence halls



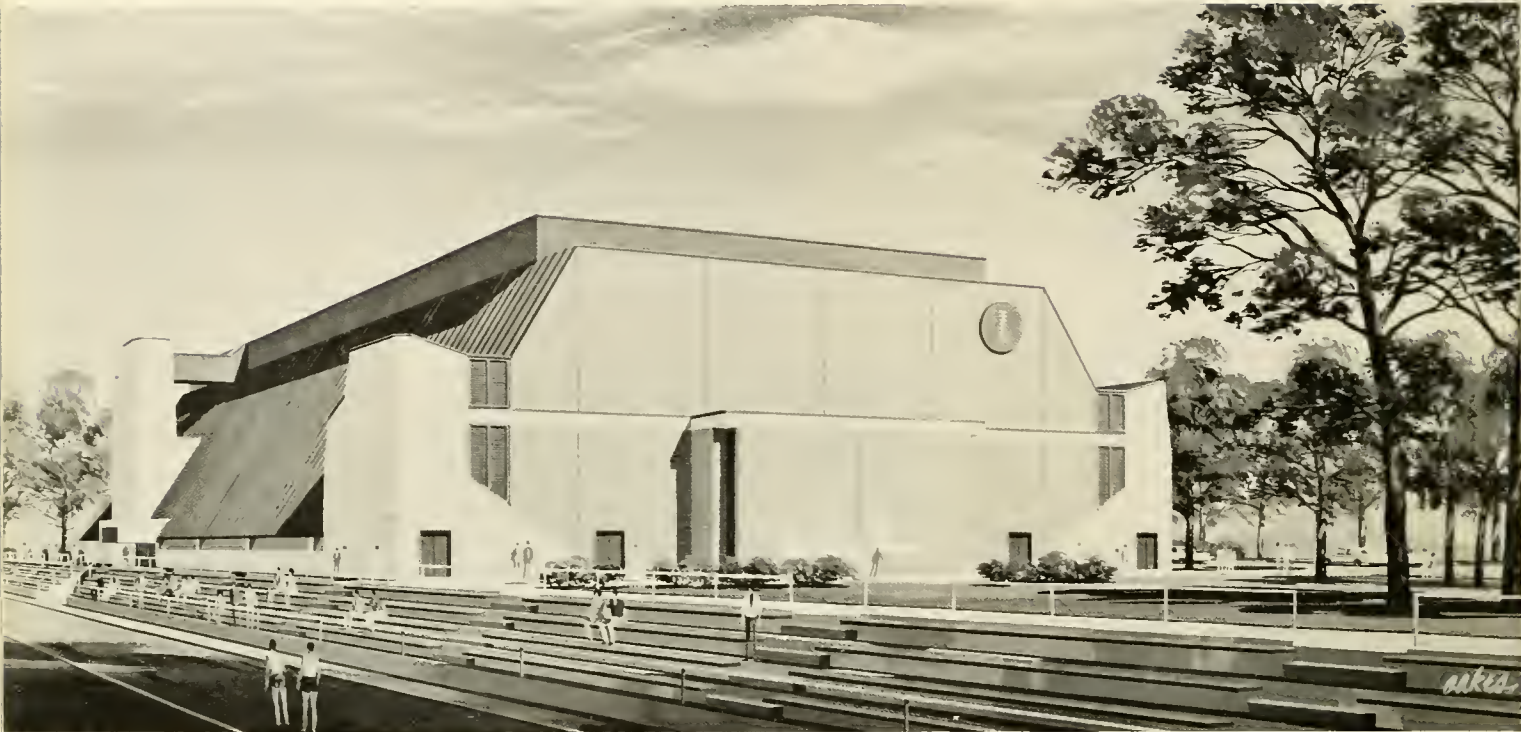
round the old dormitories...



—continued

...and nearing construction are

a physical recreation center ...



... and a new classroom building

A space age classroom building, equipped with the latest technological teaching devices, is even now in late stages of planning. The modern structure, to be located on the eastern perimeter of the College Union, will include 38 new classrooms; seven student lounges; a languages laboratory to accommodate 100 students; 96 faculty offices, and an ultra-modern planetarium. Carroll, Grisdale and Van Alen are architects for the edifice on which construction is expected to begin in 1968.

Jim Harding—The COURT Is His Classroom

By ROBERT S. LYONS, '61
SPORTS INFORMATION DIRECTOR

JIM HARDING's appointment as La Salle's head basketball coach last May caught most Big Five fans by surprise—which was a surprise, in itself, to many of the nation's leading coaches.

"He may not have a big name in your area now, but you'll know he's around," said one top basketball mentor. "Jim has quite a reputation and a record to back it up."

Very true. Every place he's coached, Jim Harding has racked up the best record in that school's history. They all remember him for the same thing—detailed organization and teamwork, strong discipline and a tenacious defense.

It happened at Marquette University High, in Milwaukee, where he had an overall won-lost record of 56-9. In 1953-54, he had the nation's second ranked scholastic quintet and walked away with the state championship by winning 26 of 27 games.

It happened in his first season as a college coach at Loyola University (New Orleans) where he finished with a 16-8 record and took the school to its first (and only) NCAA Tournament, in 1958. Oklahoma State ended Loyola's hopes for a national title by converting 26 of 28 free throws. A hotshot guard for Oklahoma State that year was Jerry Adair, now a Boston Red Sox infielder.

It happened again at Gannon College, in Erie, where Harding's three-year record was 57-12, including consecutive 20-3 seasons in 1965 and 1966. Gannon ranked sixth among the nation's small colleges in 1965. The following year they finished seventh and Harding was named Pennsylvania's "Coach of the Year."

"We could have stayed with a lot of major teams at Gannon," recalls Harding, whose opponents included such "small college" quintets as Pan American with Luke Jackson. A case in point bears this out.

You may recall that in 1964-65, one of the few times in history La Salle beat Niagara, at Niagara, when Hubie Marshall hit a dramatic 35 footer at the buzzer to send the game into overtime. Gannon also beat Niagara, at Niagara, that year. By 16 points.

What impresses other coaches about Harding, though, is not how he wins or loses, but how he plays the game. Particularly when the other team has the ball.

Harding's teams are very stingy on defense. Two of his Gannon squads, for example, finished in the nation's top ten defensively. The other wasn't far behind.

His style is much like that of Green Bay's Vince Lombardi, who needs no introduction as a master disciplinarian; a "beat them by executing better," type coach.

"I certainly agree with the Lombardi philosophy of simply doing it better than the other guy," says Harding. "I'm very

strong on detailed instruction. Just perfecting what we do and not trying to be fancy. I try to run my offensive and defensive patterns a certain way. There's a right way to do everything. And this is the way they *must* do it."

Harding concedes that he probably spends more time on defense than many other coaches.

"You try to take away from a team what they like to do best," he explains. "To do this, you must be fundamentally sound. Your players must learn and perfect the game in great detail. They eventually learn to do the right thing by instinct. Especially under pressure."

If there's anything you feel watching or playing a Big Five game, it's pressure. The reason why so many Big Five games end up low scoring, erratically-played defensive struggles. The reason why the player who turns the game around is usually the one who's been through the rugged concrete schoolyard circuit in tough big city leagues such as Philadelphia or Washington. The one you see diving for a loose ball or fighting his way through a jungle of stronger arms and taller legs for that key rebound.

Pressure. If there's anything you feel convinced about after watching one of Jim Harding's teams go through one of their typical 2½ hour practice sessions, it's just that. His kids will be ready to face that pressure. Or they won't be playing.

Nobody sits through one of his practice sessions. There may be five or 10 players running through a pattern over and over and over again, but you can be sure that the others standing around are running through the same play in their minds the same way.

Nobody daydreams or talks during practice. The few who try, wind up daydreaming or talking their way through many, many laps around the court.

Nobody cuts class or misses a curfew, either. Here again, the first player who tried it found himself confined to his dorm at 7:30 every night, including weekends, for a few weeks.

OBSERVERS of Jim Harding's basketball teams report very few (if any) second offenses for infractions.

"Mr. Harding's practice floor is his classroom," says Bill Wilson, frosh coach who was Harding's assistant for three years at Gannon and who knows the man better than anyone in the city. "That's his classroom and he's the teacher. Like any other professor, he demands absolute respect and complete attention."

Jim Harding is intense but warm, stern but kind. He speaks precisely with a pleasant midwestern accent. He's obviously in excellent physical condition and could easily pass for a man younger than his 38 years if it wasn't for his thinning blond hair.

Harding's ambition: another national title

Hang around the guy for a while and you know he's determined to do the best coaching job possible, be it recruiting or teaching the intricacies of his man-to-man defense or single post offense. He's the kind of a coach who will spend hours working on a flaw in a kid's shooting style and will expect the same dedication in return.

Pressure.

He learned it as a schoolboy in Clinton, Iowa, where he was an All State star in basketball and football. He learned it going both ways in football as a defensive halfback and quarterback. He learned its importance as a young University of Iowa freshman when he found himself starting at quarterback against Ohio State before 82,000 fans in Columbus, during the war.

"Playing quarterback in football definitely has helped me as coach," says Harding, who once completed 16 of 18 passes in a high school game. "Learning to call audibles and read defenses at the line of scrimmage has made me more analytical in my approach. It's taught me to think under pressure. When we made a mistake, we paid for it and never forgot it."

Unlike most coaches who candidly admit that they dread this part of the profession, Harding *enjoys* the challenges of recruiting. If this year is any indication, he's also quite successful at it.

Not being named coach until late spring (after the height of the "recruiting" season), Harding wasn't expected to recruit any "blue chip" ballplayers. So he went out and grabbed some of the best prospects in the country, including Ken Durrett, a 6-7 All American from Pittsburgh's Schenley High, and Roland Taylor, an All American junior college guard from Dodge City, Kansas, via Washington, D.C. Taylor will probably start on the varsity this year, and, hopefully, solve the Explorer's playmaking problems.

Harding was out of coaching last year. He left Gannon at the end of his three year contract because he had been led to believe that the school was going big-time in basketball. It never happened, so he spent the year in Milwaukee, working as a public relations executive. He stayed close to the game, as a scout, clinic speaker and "color man" for televised basketball games. He also turned down some good coaching offers, both on the collegiate and professional levels.

When the La Salle job opened last spring, he wasted no time in applying.

"This is just the program I was looking for," he says. "A major school with a national reputation playing an excellent schedule in perhaps the best college basketball area in the United States."

HARDING has never seen La Salle play basketball, except in game movies. He has yet to see a Big Five game in the Palestra. He's looking forward to both. He's anxious to see what this Big Five pressure is all about. And he's prepared to challenge any variety of defenses an opponent may throw.

He faces quite a schedule, too. La Salle will be traveling over 11,000 miles this year, playing the nation's best in every section except the Pacific coast. In one stretch, from Dec. 16 until the end of January, the Explorers play—in succession—Niagara (with fabulous sophomore Calvin Murphy); tournaments in Boston and New York (Providence and second-ranked Louisville, respectively, in opening rounds), at Miami (Fla.); St. Joseph's; at Loyola (Harding's homecoming); Syracuse; at Western Kentucky; Pennsylvania; at Duquesne, and at Creighton.

Jim Harding's ambition?

To bring another national championship to La Salle within five years.

The Explorers just may be pressured into it. ■

Coach Harding (foreground) with veterans (from left) Stan Wlodarczyk, Bernie Williams and Larry Cannon.



THE NEW MATHEMATICS

BY BROTHER HUGH N. ALBRIGHT, F.S.C.
ASSOCIATE PROFESSOR OF MATHEMATICS,
CHAIRMAN, MATHEMATICS DEPARTMENT

EVERYONE KNOWS that great efforts have been made in the past decade to reform the teaching of mathematics in our schools. The present movement can be traced to the work of a number of men who came back from World War II to resume teaching. They began an effort to bring the curriculum into line with new ideas in game theory, statistics and probability, linear programming and so forth, which were beginning to play a vital role in applications of mathematics to contemporary problems. This was then picked-up by the Commission on Mathematics of the College Entrance Examination Board about 15 years ago. The major impetus was given by an aroused public after the launching of Sputnik in 1957. Since then, a startling amount of money and man hours have gone into the reform.

The age of automation sees the application of mathematics in an ever-expanding variety of fields. The availability of large computers makes possible operations that were largely undreamed of even 20 years ago. They have taken over most of the routine work in banking and business. They have made it increasingly difficult to file dishonest tax returns. They have made possible the elaborate system of direct dialing for long distance telephone service. They took over the direction of assembly plants in the automotive industry. They have been responsible for an enormous increase in the demand for trained mathematicians.

It is clear that most people will never need great technical mastery of mathematics. But it will become increasingly important for them to have achieved a basic understanding of the nature of mathematics—what it can do and also what it cannot do. The increasing complexity of contemporary life demands more and more sophisticated mathematical models in economics and sociology. This demands the integration of a whole range of new ideas into the mathematics curricula of our schools. If the general public is not aware of the significance of these developments, it may find itself more and

more at the mercy of the experts. This situation requires a fundamental reorientation of the goals of mathematics teaching. We no longer need experts in mental arithmetic. We justifiably insist that clerks in supermarkets use cash registers to add up the bill.

The current reforms in mathematics have several aims. The most tangible, though still difficult, is to produce enough persons with technical competence in mathematics for the future. This is done by restructuring the curriculum to eliminate obsolete material, to achieve greater depth of understanding, and to permit those students who are interested and capable to finish college calculus while in high school. This program has already achieved significant success. Hopefully, it will also help to achieve the rather intangible aim of educating the general public to the uses and abuses of mathematics.

THE MOST DIFFICULT aim of the new reforms is the proper education of the children who in the past would have grown up to take unskilled jobs. Automation is making their lives increasingly difficult. The growing social unrest in this country is stark evidence that a major effort in this area is essential. In the past, those children who could not cope with the traditional teaching of arithmetic were simply left by the wayside. This is no longer justifiable.

Criticism of the reforms now being pushed forward come from many sources. Parents are understandably nervous when faced with the difficulties their children have in school. After all, the success of the child in school is more and more important for his future career. The parent wants to be able to help the child and perhaps finds he cannot. An occasional columnist may take dubious advantage of this situation to

Brother Albright, who joined the La Salle staff in 1951, holds advanced degrees in mathematics from the University of Pennsylvania. He is the son of Dr. William Foxwell Albright, the distinguished archeologist at Johns Hopkins.



One remedy for social effects of automation.

idicule the reforms in hopes of increasing his sympathetic reading public. An eminent mathematician or scientist may become impatient with the efforts now being made, which he sees as misguided. Of course, this eminent person has no time for the real personal involvement in such efforts which would teach him the realities of the situation. A school administrator may have tried to ride the reform bandwagon and seen chaos develop from his hasty attempts.

One can understand the nervousness of one who has been turned. One can certainly understand the plight of the harassed teacher who with insufficient preparation is forced to teach the newer material to students who are not ready for it. The reply to such criticism should not be a settling back into comfortable ways, but more vigor in pushing the reforms, keeping in mind the difficulty of the task and its great importance.

At any rate, the above type of criticism cannot compare with the really serious self-criticism of those involved with the reforms. A recent booklet issued by the National Council of Teachers of Mathematics analyzes eight prominent organizations which have substantial new mathematical programs. Some of these are national, others regional. None claim to have all the answers, but all are serious attempts to cope with the problems from varying points of view. They analyze the situation, gather teams to produce teaching materials, try them out in actual classroom situations with concurrent inservice training for the teachers, evaluate the results and then go back and repeat the whole process.

The preliminary analysis of the problems, the drawing up of lists of objectives and syllabi to control their accomplishment is a relatively easy affair. Some of our armchair critics seem to do it for recreation. But without an intensive follow-up it is quite ineffectual. It will certainly not be of much help to our teachers in actual classroom practice.

The teams consist of professional mathematicians, high school teachers, college teachers, specialists in learning theory and evaluation, and so forth. They assemble for several weeks in the summer, in an intensive effort to produce text materials, teachers' manuals, films, and other prerequisites for day-by-day

classroom operation, and for inservice training of teachers.

This material must then be tried-out in schools to see how effective it is. Perhaps an entire school district cooperates in this effort with the involvement of 10,000 students and their teachers. Throughout this experimentation, the teachers themselves are taught the rationale of the new program and how to make it effective in the classroom. An interesting way of doing this is to use movies of experienced teachers conducting actual classes with the new methods and materials.

The inevitable weaknesses of the new program are thus brought to light as well as its strengths. Surprisingly enough, many preliminary reservations about the feasibility of the new approaches are shown to be unjustified. The whole program is then revised and the experimentation repeated. When the material is ready, its publication is taken over by regular commercial channels.

IN SPITE of the elaborate process just described, there is a general opinion that in many respects the surface has just been scratched. As would be expected, the greatest and most tangible results are seen in the schools which already have strong programs. These schools have teachers with more than average experience in dealing with the new ideas in mathematics, greater awareness of the need, and students who are capable and interested. They are also keenly aware that they must make efforts along these lines in order to uphold their prestige.

The situation is quite different in many large urban schools and small rural schools. Here we have an acute shortage of teachers, and especially of teachers with the necessary experience in mathematics. Any successful program must solve the problem of massive inservice training of the teachers. A program now underway in a large city will seek to reach 18,000 school teachers. It is almost impossible to imagine the time and energy and self-sacrifice demanded of those involved to assure even a limited success to the venture. Federal and local government will invest large sums of money. The teachers and those who guide them will invest time and energy over and above their usual work. But unless such things are done, this country will have even greater problems in dealing with

'Old' math won't convey ideas for the future.

the social unrest arising from automation and the decreasing demand for unskilled labor.

It might be of interest to take a brief excursion into the problems of teaching even in the best situations. Of course, the ideal would be to have expert and stimulating teachers working with intelligent and eager students. Some of the armchair critics seem to see this ideal as the solution to all the problems. No comment is necessary.

One view of teaching sees it as a conveying of a well-defined, specific body of information and skills. This is a highly developed and efficient process used widely in industry, the military establishment, secretarial schools, and so forth. It is the best way to teach people to fly airplanes, to lay bricks, to play bridge, and countless other things. The emphasis is on drill and immediate response; the ideal is the teaching machine and other forms of programmed learning. The motivation takes care of itself since the goal is limited, tangible, and desirable. The object is to increase earning power and social prestige in the immediate future.

ALL EDUCATION must embody a large component of this kind of teaching. But its severe limitations must be clearly recognized. Even on the efficient practical level, in a fast-changing civilization such knowledge and skill is liable to become obsolete in short order. It is not at all pleasant to see older workers displaced from their jobs by more recently trained younger ones, or to see their jobs just disappear. Teaching of the above kind not only does not foster the creativity needed to develop our civilization so that it can cope with new problems, but it does not develop the flexibility that a person needs if he is to develop new skills to replace obsolete ones.

Another component must be added to education. Not only must information be conveyed but also the habit of viewing it critically. It must be seen in its wider context and in its unsuspected ramifications. Not only must skills be taught, but also an understanding of why they work and an ability to modify them in the face of changing circumstances. The child must be taught to count, to add and to multiply. The child must also be taught to understand these processes, why they

work and what can be done with them. And the material must be presented in such a way as to prepare the child for the more complicated arithmetic and algebra that he must learn in the future.

THE PLAIN FACT is that our traditional methods of teaching mathematics are not adequate for the task. Not only do they not produce the necessary technical competence in enough people for the needs of an automated age, but they leave a large proportion of our children by the wayside. If a large number of college students can't even add fractions, what about the larger number of our youth who don't even attend college?

Moreover, the traditional teaching of mathematics does not give our children the new ideas they will need in the future. Understanding sets is just as important as understanding numbers. The algebra of sets is as important as traditional algebra. While admitting the possibility of abuses here and there in the teaching of set theory, we must also recognize that experimentation on a large scale has demonstrated that it is possible and beneficial, even in the primary grades.

The process of balancing drill with understanding, training for immediate response with educating for flexibility in the presence of novel circumstances, is exceedingly difficult and complex. The two can be mutually beneficial, each helping the other. But they also conflict with each other. Time devoted to one aspect cannot be devoted to the other. If the effort to convey understanding fails, as it often does, then there may not be sufficient time for the drill, with the result that the student comes away with nothing. On the other hand, if we were to solve this dilemma by giving up serious effort to convey new ideas, then the success of our teaching may be more apparent than real.

We cannot expect every new program for the reform of mathematics teaching to provide panaceas for our perennial and difficult problems. Occasionally, a new program will do more harm than good in a given situation. But the great efforts at reform deserve public support. They are in the hands of devoted and competent people. Their success is necessary for the future well-being of our society. ■

VIEWS IN

BERKELEY

By DR. FRANK BARRON, '42

HOW MANY MILES is it from La Salle to Berkeley, as the mind flies? I have not been back to La Salle for many years, and I am sure that La Salle has changed just as much as Berkeley has since the beginning of World War II, though perhaps in very different ways. Surely the distance from the La Salle I knew then to the Berkeley I know now must be measured in mental light years, if such there are. I have a feeling that I myself am halfway between the two, though I have had my physical being in Berkeley since 1947.

As a psychologist I have been particularly interested in values and in personal philosophy. This campus of the University of California is a unique vantage point for the observation of the varieties of personal philosophy the world offers, and the conduct that flows from such philosophies. Let me share with you some of the views I see in Berkeley.

I'll begin with the view from my office. Through its window I look across the street to the football stadium, now almost as much an anachronism as the Roman Coliseum, and beyond the stadium, up on "the hill," to the cyclotron, ultimate symbol of man's daring. "What hand dare seize the fire?" Could Blake have foreseen that one day we might answer, "The hand of man, the hand of man!"

A short walk away is Sproul Hall Plaza, where just over two years ago the Free Speech Movement was born, and where it continues to emit an occasional squall. Around the Plaza is a profusion of bridge tables, portable podia for the announcement of a wild diversity of causes. On a typical day I note down these organizations represented there: The United Farm Workers, the Sexual Freedom League, the Progressive Labor Party, the Vietnam Day Committee, the American Friends Service Committee, the Independent Socialist Club, the Young People's Socialist League, Citizens Against Legalized Murder, and next to it, presumably unrelated, a table whose placard reads "Repeal the Inhumane Abortion Laws." On another day I might have seen recruiting tables for the U.S. Navy or for the Peace Corps, not to mention a table for a student organization protesting the draft.

In the lower Plaza a rock 'n roll band named Country Joe and the Fish is playing folk rock to which a sitar adds an

exotic Indian flavor. Perhaps a thousand students are sitting at the outdoor lunch tables or just standing there listening. Many sport large lapel buttons on which a variety of unconventional sentiments are spelled out. "Make love, not war" has waned in popularity; now we see "LSD, not LBJ," or "Keep California Green; Legalize Grass," or, a bit more esoteric, "God Is On a Trip." Applied Psychedelics I-A is a favorite unlisted off-campus course.

The microphone on the steps of Sproul Hall may or may not be in use; it is there for the advocacy of any cause that can be espoused within the limitations simply of ordinary good manners. A recent use was by Stokely Carmichael, bringing his message of Black Power to, paradoxically, an overwhelmingly white and largely sympathetic audience. On the streets around the University the genuine arrival of civil rights and racial equality is much in evidence: not just in black-white friendships and boy-girl pairings both of students and non-students, but in the mixing of almost all the races of the earth. Shod and unshod tread the main streets, and the sheer variety of physical appearance, costume, coiffeur, cosmetic, and demeanour is so great that it has become unnoticeable. You could paint yourself pink and ride a duck-billed platypus across campus and still run the chance that no one would look twice at you; or so it seems at times.

Yet this is no carnival, and the mood, however light it may appear, is deadly serious. The war in Vietnam deeply concerns both faculty and student body. Our presence there is seen as morally ambiguous at best, and the use of napalm with its invitation to indiscriminateness and the ghastly image it brings of death by sticky and inextinguishable fire, has been the subject of repeated Plaza rallies. Washington's Birthday and the Fourth of July are not such big days in Berkeley as they used to be. Much of the unrest on campus can be traced to a disbelief in the moral authority of the national government, though local campus authority is made the scapegoat.

The psychedelic drugs have come to play an important part in student consciousness. These students are of course not "psychedelic dropouts" who have heeded Timothy Leary's advice to "turn on, tune in, drop out;" indeed, for a time one of the popular lapel buttons on campus was "We're Weary of

Growing up with collective species death.

Leary," and he has not piped himself up much of a following in Berkeley. These students are not dropping out, but instead are "hanging in there." They are aware of themselves and their deepest feelings in a way that, in my own experience of twenty years on the campus, no previous generation of students has been. They are aware, too, of a gap between themselves and their parents that is qualitatively different from the usual conflict between generations. They feel that they are something different, something new, and that with them must come new ways of being: new forms of sexual contact, new forms of family and community relationships, new ethical and esthetic standards, new political institutions, a new organization of world government; and if the new thing cannot be brought to birth, soon there will be nothing at all of mankind.

THESE CONCERNS, so expressed, are very probably *not* representative, in a statistical sense, of the generality of college students, even at the University of California. The majority of degree-bound students remain, as of yore, more or less indifferent consciously to issues of such cosmic import, and the fraternities and sororities go their clean and merry way to nothing more radical than the beerbust, songfest, and good times in the old convertible. The football team stays preponderantly beefy; and, being a bit of an anachronism myself, I go out on fair fall Saturdays to watch them perform, wishing only that they would start winning, like Notre Dame.

Even the representative students, however, are definitely different in personal philosophy from their parents, and there is a general truth expressed in the phrase "generation gap." Recently I conducted some research on this question, using a questionnaire I had composed several years ago. The questionnaire contains some 150 statements related to philosophy and values, and the respondent is asked to indicate his agreement or disagreement with each statement. In this instance, I asked not only students, but their parents as well, to fill out the questionnaire. The significant differences in percentage of affirmation of given questions proved quite revealing. I have presented the actual questions and the percentage differences elsewhere (in my book, *Creativity and Personal Freedom*; see chapter 23, "The Generation Gap"); what they showed may be summarized as follows:

1) The relationship of the individual citizen to his country, so far as the definition of responsibility and of patriotic loyalty is concerned, is seen by the students as much less binding than it is in the eyes of the parents. The locus of ethical sanctions is placed in personal relations and in individual conscience rather than in relationship to a larger social entity.

2) The students endorse greater freedom of individual choice in religion, in sexual behavior, and in general in human relations.

3) The students, to a much greater degree than their parents, are opposed to racial, national, and religious prejudices.

4) The students are more accepting of ideas relating to social security and guarantees against poverty or economic in-

justice than are their parents; at the same time, they express a greater valuation of individual rights and of the unconditional worth of individual life (unlike their parents, e.g., they are opposed to capital punishment and to such "eugenic" policies as the sterilization of habitual criminals or morons).

5) The students are more friendly to modern art than their parents are, and they are less impressed by the value of science and technology. They are less committed to straightforward reasoning, more open to metaphor and poetry.

These students were members of residence halls on campus, and were not by any means the "hippies" or "flower children" who constitute the more exotic blooms to be found a few blocks from campus in the "non-student university" that has grown up on the periphery of the university proper. I do not mean by this to disparage the "hippies," by the way, among them are many persons of exceptional insight and intelligence, who in their rejection of the secular and their adoption of a nomadic, almost tribal way of existence are making a conscious and deeply motivated effort to return to a simpler, more primitive form of community than modern American society offers. The "happenings," "be-in's," and "psychedelic celebrations" of the hippies do bear a resemblance to ritual renewals in primitive societies. The hippies are, in a sense, seeking to escape "the terror of history," to use Mircea Eliade's evocative phrase, by declining to be made a part of the enterprises and establishments of the history-makers.

AMERICA is a troubled land today, reflecting the turmoil and trouble in the world as a whole, and adding a bit of its own making. Sensitive youth, those most in the forefront of the general development of human consciousness, are responding to the challenge of the times in what is sometimes a radically divergent way. It is well to remember that although to a certain extent the older generation, too, has lived with the threat of world catastrophe during its early adult years, only the generation now reaching its majority has grown up in a world in which collective species death is a real possibility. Surely this is a most significant element in the ethical climate of our times, for it vastly increases the responsibility of the individual, at the very time that the individual seems more powerless than ever before to affect events in the large.

So, let the views be divergent, and let them above all be expressed. For those who stay in, as for those who drop out, the crisis in belief in our day is a singularly intense challenge to evolve a viable personal and social philosophy. In its response to that challenge, Berkeley is, I like to think, a frontier town. Its very excesses and follies are in the tradition of the frontier town of the American West; so, too, are its sense of adventure and experimentation and its sometimes-reckless thrusts into the unknown future. ■

Dr. Barron, who has been a member of the staff at the University of California's Institute of Personality Assessment since 1950, is introduced in the "Vignettes" section of this issue.

They Said It Couldn't Be Done



La Salle football: banging heads far the fun of it

WE COULD GIVE 90 percent of the teams in the college division of the Middle Atlantic Conference a run for their money," says Frank Garofolo, coach of La Salle's football club team.

That's right: La Salle's football club team. Not a real varsity like Notre Dame or Villanova or even Swarthmore, but football just the same. It returned to La Salle for the first time in 26 years this fall with kids banging heads and punishing themselves purely for the fun of it.

Club football is the latest rage on eastern college campuses that previously had nothing to cheer about before and after basketball season. La Salle introduced it to the Philadelphia area, but the concept has been quite successful throughout the New York, northern New Jersey and Washington (D.C.) areas. Fordham drew 34,000 fans last year.

There are no athletic grants in club football and the players don't even get letters. It's completely operated and financed by the students—just like the political science club or your favorite fraternity.

While the Explorer Football Club didn't enjoy overwhelming success from a won-

lost standpoint (1-4), it was a smash hit artistically and more than satisfactory financially.

"I'm really optimistic," says Garofolo, a former Middle Atlantic Conference All Star at Drexel who sells insurance for a living and coaches the club on the side. "There's no doubt about it. Football can pay its way on a club level. This thing was in doubt (financially) right up to the last minute before the season started, but we won't lose money this year."

The main reason that football at La Salle is paying its own way—or even got started, for that matter—is because a group of student leaders ignored the skeptics who said, "it couldn't be done," and *did* something about it.

The students, seniors headed by Explorer Football Club president Jack McGeehan and class officers Harry Carberry and Jim Cunningham, started investigating possibilities for football at La Salle over two years ago. They got the bug after sponsoring a "rough touch" game between their sophomore class and the sophs from St. Joseph's College.

The actual fund-raising aspects to support the football team and buy equipment

didn't begin until late last spring, when student pledges were solicited. Most of the money wasn't collected until September, which kept the program up in the air until only weeks before the opener. The Sigma Phi Lambda (Spirit) Fraternity spearheaded a season ticket drive that netted a sale of 1,000 ducats. Uniforms for a 32 men team were purchased.

As the ROTC band played and girls from Manor Junior College led cheers, La Salle played ferocious defense and beat St. Francis (N.Y.), 20-0. The game drew over 3,000 fans, virtually assuring the club at least a break-even year financially.

"From a tactical standpoint, we did pretty well," says Garofolo. "It takes time to build a serious football attitude. We played all schools with established programs, but were never embarrassed."

One of the schools on La Salle's schedule, Kings College, of Wilkes Barre, finished unbeaten and ran up scores like 60-0, 47-0 and 34-0. La Salle held them even after allowing 15 points in the first quarter.

"Since the kids didn't know if there would be a team right up to the last

moment, they weren't in condition at the start," Garofolo recalls. "They worked hard, especially in defense. They really ate it up. Offensively, it takes longer. It didn't seem to come like we wanted it. Next year, the scoring should catch up with the rest of our game."

Some 50 candidates turned out for opening practice. Of the 33 who dressed for the opener, 25 were around at the end. One quit. The others were injured. Next year Garofolo hopes to carry 45 players, dress 33 and beef up the schedule to six games including such schools as Fordham and Manhattan. He also hopes to get an earlier start with perhaps night workouts during the summer.

Take away the injuries that tend to hurt a small club team like La Salle more than, say, a 45-man team, La Salle has the makings of a pretty sound grid nucleus. Almost everyone returns next year. The Explorers finished with a third stringer at quarterback and some of their top linemen sidelined, but still kept the scores respectable.

The only game where the club took a bad physical beating was at Catholic U., in Washington, where they not only lost the game, 13-0, but also lost four starters—tackles Ed Phillips and Paul Balzano (torn knee ligaments), guard Bill Crowthers (broken elbow) and guard Tom Hoffman (elbow injury).

Everyone on the team has had high school or at least good independent football experience. Phillips, who went both ways as a guard and tackle, made All State at Baltimore's Calvert Hall and "could play for any college in the country," according to Garofolo. Another player, Jim Carter, punts as well (if not

better) than anyone in regular college football.

Phillips had offers from such schools as Maryland, Clemson and Villanova, but declined them because he was advised against playing football while majoring in pre-med. He came to La Salle and ended up playing football after all.

Players like Abbe Semptimphelter, Glenn Hannigan, Tom Hoffman and Tom Strickland made all star teams in high school. Semptimphelter, who missed much of the season after suffering hand injuries in an auto accident, was an honorable mention All State quarterback at Holy Cross High, Riverside, N.J. Hannigan threw 15 TD passes for Philadelphia's Cardinal Dougherty High one year and made All Catholic. He also went to the sidelines after hurting a knee against Kings College. Hoffman was an All State tackle at Camden Catholic; Strickland, an All Buxmont League end at North Penn High.

It isn't big time and will never make the NCAA "TV Game of the Week," but club football apparently has found a home at La Salle. It's given the talented ones a chance to play and the students something to cheer about. Isn't that what the game's all about, anyway?

Cities 'New Frontier'

A NATIONALLY prominent urban redevelopment authority has called upon college students to turn their attention to "a great new frontier, the underdeveloped portions of our own cities."

Edmund Bacon, executive director of Philadelphia's City Planning Commission, gave his remarks at the College's annual fall honors convocation held on the campus. Some 400 honor students,

their parents and faculty attended.

Bacon and Louis I. Kahn, one of America's foremost architects, receive honorary Doctor of Laws degrees at the convocation, which is the traditional occasion for the presentation of honor students for recognition. Brother Daniel Bernian, F.S.C., Ph.D., La Salle president, conferred the honorary degrees and was presiding officer at the convocation.

"The city is one of the greatest accomplishments of man," Bacon told the students. "It stands as an inescapable assertion of the state of his civilization. Within it are the greatest possible opportunities for the application of the newest developments in the sciences and technology, in the arts and, most importantly, in the humanities."

"Emerging as perhaps the most significant of all," he added, "is a new recognition of the great new frontier, the underdeveloped portions of our own cities, in which fellow Americans live underprivileged lives. Here is a challenge which clearly has caught the imagination of the generation of those who are now in college and those just recently departed. Here is a great opportunity for potentialities which are virtually unexplored. . . . Here lies the great new territory for development.

"We cannot rest," Bacon continued "until every block of our cities is pleasant, healthful, beautiful and inspiring and every person who lives in it feels himself to be a part of the mainstream of our society and is proud to be a citizen of our country and our city. Here lies the great new frontier with which many of you will be directly concerned in your life career and all will be affected by it.

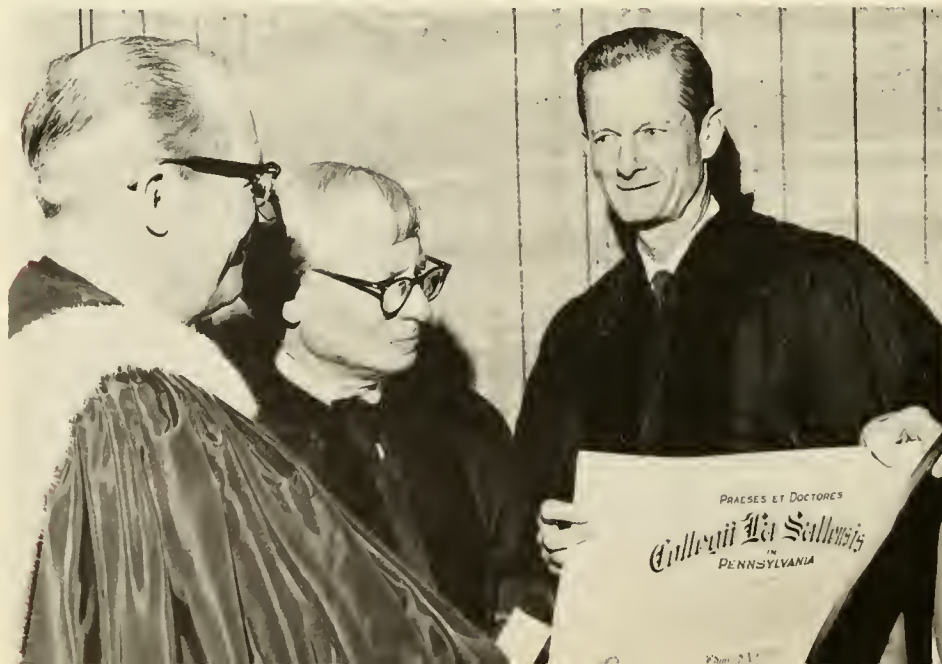
St. Benilde Feted

A LEADING educator has lauded the work of the Brothers of the Christian School and called for "a community of spirit and purpose to aid our complex and troubled society."

Msgr. Edward T. Hughes, superintendent of archdiocesan schools, gave his remarks in the homily of the Mass held at LaSalle this fall. Some 300 Brothers attended the Mass that marked the canonization Oct. 29 of Brother Benilde, a 19th century member of the teaching order. Msgr. Hughes was one of six concelebrants, each a graduate of school conducted by the Brothers.

"The ills of today's world are blazoned across every one of the mass media and are described in a thousand different ways," Msgr. Hughes said. "But perhaps the clearest statement of the problem is

Brother Bernian (left) with degree recipients Kahn and (right) Bacon.



imply to say that we seem to have lost true sense of community. We are not alone and therefore we are afraid. We feel no sense of unity and therefore we are isolated. We are isolated and alone and therefore we are suspicious.

"We do not feel a sense of community," he added, "and, what is worse, there seems to be no one to teach us. This, then, is our age's tragedy—men separate and alone, and too few teachers to bind them together."

"Ours is a generation that speaks often of the concept of a community," Msgr. Hughes continued, "but neither understands nor practices that concept. It constantly trumpets the glories of education, but cannot find the teachers to educate its children."

"It is not strange, then, that the Church offers to our complex and troubled society the example of community life, dedicated to the teaching profession," he said alluding to the Brothers' teaching order. "What does this world need more than a community of spirit and purpose, a growth in the knowledge of God's truth and human ingenuity."

"If our reform-minded society is to renew itself, to know a second spring," Msgr. Hughes concluded, "must we not look to those who best understand what community life is, and to those who can best teach us the value of a community of love? Brother Benilde's canonization is a source of deep joy for every Christian Brother, every Christian teacher, every citizen concerned for the community."

Concelebrating the Mass, in addition to Msgr. Hughes, were the Very Rev. Msgr. Edward J. Thompson, director of vocations for the archdiocese; Very Rev.

Robert Welsh, O.S.A., president of Villanova University; Rt. Rev. Msgr. Michael J. Dean, principal of Cardinal Dougherty High School; Rev. Vincent L. Burns, vice rector, St. Charles Seminary, and Rev. Raymond Halligan, O.P., of La Salle's theology department.

Black & White Power

A PROMINENT civil rights leader called for unity of black and white power in an address to a La Salle audience this fall.

The Rev. Leon Sullivan, founder and board chairman of the Opportunities Industrialization Center, spoke to some 200 members of La Salle's alumni association at the annual Signum Fidei Medal dinner (see photo in "Class Notes" section).

Daniel H. Kane, alumni president, presented the 26th annual Signum Fidei Medal to the Rev. Sullivan. It is given annually for "the advancement of Christian principles."

"The immaturity of the human race is the thing against which we must struggle, not just the underdevelopment of a single group or color of man," the Rev. Sullivan said.

"Genius is color blind," he contended, "and, like a balloon, it is not the color of a man that determines how high he can rise, but what he has inside of him."

"Let us put our black and white power together to form American power," he concluded, "so that the benefits of democracy and the free-enterprise system might reach into every house and into every hovel, and lift the life of every poor soul."

Established in 1941, the medal derives its name from Signum Fidei—Sign of Faith—the motto of the Brothers of the

Christian Schools, the Roman Catholic teaching order which conducts the college. Previous recipients include Bishop Fulton Sheen; Dr. Francis J. Braceland, psychiatrist; R. Sargent Shriver, director of the War on Poverty; Eugene McCarthy, U.S. Senator from Minnesota, and last year's recipient, Frank M. Folsom, past president of the Radio Corporation of America.

Barnhouse Speaker Apr. 7

DONALD BARNHOUSE, political analyst for WCAU-TV, will be the principal speaker at Evening Division Student Congress' annual Communion Breakfast at 9:30 A.M. on April 7. The event will be held in the College Union Building on the campus.

Christmas Car Wash

LA SALLE's chapter of Sigma Beta Kappa fraternity held a "Christmas Car Wash" benefiting the children of St. John's Orphanage on the La Salle campus this fall.

Some 30-40 members of the fraternity, which throughout each year conducts baseball, football and basketball programs for the 100 boys at St. John's, washed cars for a nominal fee with all proceeds going toward purchase of Christmas gifts and a Christmas Party for the orphans. Two previous "Easter Car Washes" have netted some \$300 each for Easter clothing.

Rodden Honored

Gov. RAYMOND SHAFER and Mayor James Tate extended citations to Dan Rodden, founder and managing director of the College's Music Theatre, who was honored at a testimonial dinner held this fall at the Bellevue Stratford Hotel.

Ed McMahon, NBC-TV personality, and Joe McCauley, local WIP radio favorite, who were Rodden's classmates at Catholic University and La Salle High School respectively, took part in the event, which was sponsored by alumni of The Masque, the college's theatre group. McMahon was principal speaker and McCauley was toastmaster. Some 200 persons attended.

Gov. Shafer cited Rodden's "dedicated and diligent work in establishing this unique college-sponsored summer theatre (which) had brought credit not only to the college but to his community, State and Nation as well."

Mayor Tate lauded Rodden's "outstanding job done for college theatre in Philadelphia (and) his masterful accomplishments with the much-heralded

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and praised La Salle College summer Music Theatre. The Music Theatre reflects credit and honor not only on La Salle but also on the city of Philadelphia. This La Salle first—the first Music Theatre on any college campus in the country—joins the proud list of Philadelphia firsts.”

Rodden, who recovered from a serious illness last year to return and direct the unique college-sponsored theatre operation this summer, was honored by the Masque for his “distinguished contributions to La Salle and to theatre in general in the Philadelphia metropolitan area.”

More than 100,000 patrons have visited the campus theatre for 11 productions since its inception in 1962. This season, some 20,000 persons attended Music Theatre '67 productions of “110 in the Shade” and “The Music Man.”

A member of the La Salle staff since 1949, Rodden also served as director of The Masque from 1953 to 1965. He had directed more than 20 productions when he resigned as Masque Director to devote full time to the Music Theatre. He is also an associate professor of English at La Salle.

Rodden has also had a career as a director and actor in the legitimate theatre. He acted with and directed such stage luminaries as Brian Donlevy, the late Myron McCormick, Carol Channing and William Prince in summer stock productions prior to the opening of La Salle's summer theatre. More recently, he has also appeared in several TV productions, among them a CBS Repertory Workshop presentation on T. S. Eliot.

Bro. Christopher Elected

BROTHER F. CHRISTOPHER, F.S.C., Ph.D., director of admissions at La Salle College, has been elected national president of the Association of College Admissions Counselors for 1967-68.

Brother Christopher has been a member of the La Salle staff for 25 years and director of admissions since 1955. He had previously served as an associate professor of biology and dean of the college at La Salle.

Before joining the La Salle staff, Brother Christopher earned bachelor's, master's and Ph.D., degrees from the Catholic University in Washington. He had earlier become a member of the Brothers of the Christian Schools—the teaching order which conducts La Salle—in 1929.

Ford Art Given

LA SALLE this fall received 25 original water color paintings valued at \$4,845 from the Ford Motor Company.

Formal presentation and acceptance of the paintings was held following a reception and dinner attended by the College's board of trustees, faculty and administration officials, and local management representatives of the Ford Motor Company and the Philco-Ford Corporation.

The paintings are from the Ford Times Art Collection and have appeared in Ford Times, a monthly travel magazine published by Ford Motor Company.

The donation was made on behalf of the Company's Delaware Valley Community Relations Committee, the Philco-Ford Corporation and local Ford dealers in recognition of La Salle College's art

education program and the role the Community has played in fostering understanding between industry and the academic community. B. E. Bidwell, Philadelphia Ford district sales manager made the presentation to Brother Danie Bernian, F.S.C., president of the College.

The paintings will be used for instructional use and display purposes by the College's art education department. The paintings were selected to provide art instructors with a well-balanced cross section of water-color techniques and subjects.

“We think the Ford Times Art Collection is a significant contribution to art education and we hope these paintings will develop among our youth an even deeper appreciation of art and of the heritage of beauty which our country offers,” Bidwell said.

Brother Bernian called the gift “a valued addition to La Salle's growing collection of art by which we seek to stimulate an increased awareness by La Salle students of the special enjoyment provided by original works of art.”

The paintings include works by many area artists, among them Benjamin Eisner, who is represented by 11 water colors. Other artists included are Alice Acheson, Richard Brough, Horace Day, Maurice Day, Hubert J. Fitzgerald, Louis MacMurray, John Pellew, Grant Reynolds, Wilmer S. Richter, John Rosenfield, Tom Schenk, Arthur N. Starin, Al Tighe, and Fred Zimmer.

Vietnam Conclave: 'Because We're There'

PROFESSORS and students from several area colleges and universities held “Conference on the U.S. in Vietnam” on the La Salle campus this fall.

What was billed as a “Conference,” however, became a monologue by a star-laden cast of anti-administration spokesmen, among them distinguished historians Dr. Henry Steele Commager, of Amherst College, Sen. Ernest Gruening (D-Alaska), and Dr. John C. Bennett, president of Union Theological Seminary.

Even Sen. Gruening, an eloquent critic of administration Vietnam policy, in pre-conference interview expressed the wish that “we could speak to others than just the already converted at these affairs.”

But the overwhelming majority of some 1000 persons attending the event had indeed, already been “converted” to militant peace stand on the Asian conflict.

“Getting out (of Vietnam) on any basis is better than what we're doing



Rodden (center) and show biz schoolmates McCauley (left) and McMahon

now." Gruening contended. "When you find a medicine doesn't work you don't continue giving it—especially in larger doses, which it what we're doing."

"The idea that North Vietnam is the aggressor is a myth perpetrated by this administration to justify our escalation of the conflict," he continued. "Our entire foreign policy is based upon a fear of Communism but, in reality, world Communism is so split today that our policy tends to bring (the Communist nations) closer together, rather than further apart."

"Any peace candidate would sweep to victory," Gruening said of the 1968 presidential election. "But it appears there will be no viable alternative at the polls. What we need is someone who would admit that our whole policy is wrong."

"Protestant leaders," Dr. Bennet said, "seem to have come to 'dove' positions on the war, but the Catholic hierarchy has been 'hawkish' for the most part. And there seems to be much 'hawkishness' on the part of both the Protestant and Catholic laymen."

"In the light of the principle of proportionality," Dr. Bennet added, "the war seems to be a very unjust war. One must look at the cumulative effect of the war upon both Vietnamese and our own people. What price should the people of South Vietnam pay to have the Saigon government imposed upon them?" he asked.

"When we use a European model for Asian problems, which seems to be the basis for our Asian policies, we run the risk of doing more harm than good," Dr. Bennet concluded. "The military response needed against Hitler and Stalin, for example, did not require provision of a political alternative, which was already present. This we do not have for South Vietnam."

Dr. Commager asserted that there is a paradox to the reasoning for U.S. involvement in Vietnam.

"It seems we're in Southeast Asia because we have vital interests there, and that we have vital interests just because we're there," Dr. Commager said.

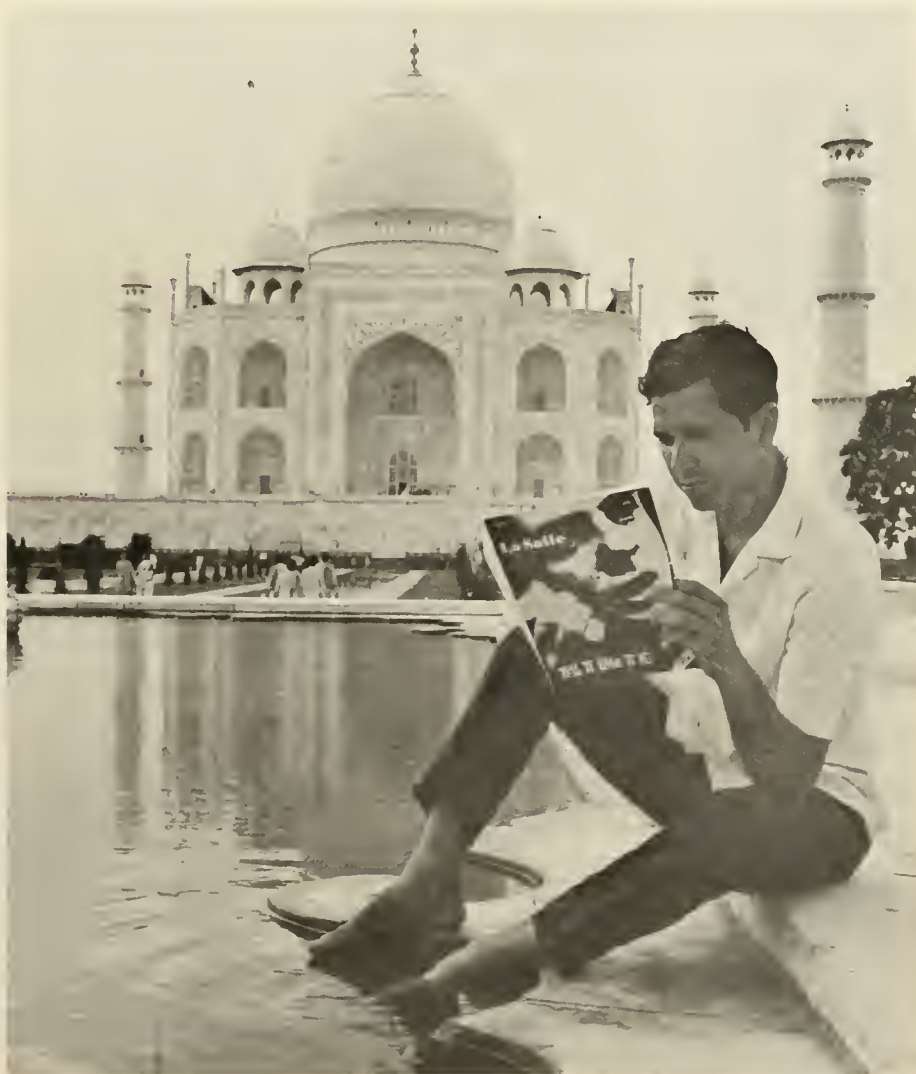
"China has been Communist for 17 years without in any way threatening our vital interests," he contended. "The logic that calls for war against Vietnam, must also call for war against Red China."

"Justice Holmes used to say that the first lesson a judge has to learn is that he is not God," Dr. Commager concluded. "This is the first lesson that the U.S. as a great power must learn."



Sen. Gruening addresses Vietnam rally at La Salle.

Bahotse log padhte hai . . .



CLASS NOTES

'41

DANIEL J. RODDEN was honored with a testimonial dinner at the Bellevue-Stratford on October 28 (See story and photo, in "Around Campus" section).



DANIEL A. MORRIS

CARMEN F. GUARINO, chief of the water pollution control division of Philadelphia delivered a paper on computer data logging at the Water Pollution Control Federation Committee in New York City in October. DANIEL A. MORRIS, vice president of the First Pennsylvania Banking and Trust Company, has been promoted to officer in charge of the bank's regional department. The department oversees correspondent bank functions and commercial activities in the Middle Atlantic states. *Birth:* to LOUIS X. VIGGIANO, M.D., and wife Helen, their tenth son, James Edward.

'50

JOSEPH F. HARRISON has been appointed comptroller at St. Joseph's College (Pa.).

'51

ALBERT SCHOELLHAMMER hosted the organizational meeting of the Montgomery County chapter of the Alumni Association at his Hatboro Manor home in September. L. THOMAS REIFSTECK, director of ca-

'49



Rev. Leon Sullivan (left) received 1967 Signum Fidei Medal from Daniel H. Kane, alumni president (see story, "Around Campus" section).

reer planning and placement at La Salle, has been elected president of the Middle Atlantic Placement Association for 1967-68. He is the first Catholic college representative elected to the post.

L. THOMAS REIFSTECK



'52



CHARLES L. DURHAM

CHARLES L. DURHAM, Esq., was elected to Philadelphia's city council from the Third District.

'53

VINCENT J. D'ANDREA, M.D., has joined the staff of the Palo Alto, Calif., Medical Center. He had formerly served as medical director for the Peace Corps in Washington.

'54

ANDREW J. AUGUSTINE, III, has been appointed principal of Boothwyn Elementary School at Upper Chichester. JOHN F. DANIELS has been promoted to manager of the Automobile Underwriting section at the Philadelphia regional service office of the Crum & Forster Group of Insurance Companies.

'55

WILLIAM F. BOYLE was elected a councilman at large in the recent Philadelphia election.

'56

JOHN A. BRENNAN, comptroller of the Trailer Train Company, has been accepted as an active member of the Financial Executive Institute. HENRY DE VINCENT, M.D., has been named chairman of the Medical Society's speakers bureau for the coming year. He is also team physician for the Explor-

Football Club. ROBERT N. McNALLY of the Corning Glass Works' technical staffs division had an article published in the National Research Council of the National Academy of Sciences' *High-Temperature Chemistry: Current and Future Problems*. His contribution was entitled "Research Needs Concerning the Properties of Refractor Metal Oxides."

'57

FREDERICK J. LEINHAUSER is acting chairman of the recently activated La Salle College Education Alumni Association. *Marriage*: JOHN R. GALLOWAY, Esq., to Mary Goldschmidt.

58



PASCHAL J. LARUFFA, M.D.



JOSEPH D. GALLAGHER

JOSEPH D. GALLAGHER has been promoted to hospital supervisor in the Northeastern Region for McNeil Laboratories, Inc. PASCHAL J. LaRUFFA, M.D., has been appointed director of the adolescents' division, comprehensive evaluation and care unit, Children's Medical Center in Dallas, Tex. Major JOSEPH E. MARTIN received the Bronze Star Medal for outstanding meritorious service in combat operations in Viet Nam. MARTIN B. McCANN has been trans-

ferred from the financial division at Rohm and Haas to the systems development and industrial engineering group. EDWARD H. McDERMOTT was installed as the 36th president of the Foreign Trader Association in Philadelphia. JOSEPH T. McGOUGH has been elected an officer of the First Pennsylvania Banking and Trust Company with the title of data processing services officer. Major JOSEPH SCANLIN was awarded the Bronze Star and Air Medal for service in Viet Nam. He has been reassigned to Germany. RICHARD R. VANDERSLICE has been appointed medical service representative for Baxter Laboratories, Inc. H. RICHARDS YARP has been named controller of Loral Corporation in Scarsdale, N.Y.

'59

DANIEL J. COLOMBI, M.D., captain in the U.S. Air Force, has been assigned to Clark AFB in the Philippine Islands. JOSEPH A. HENNESSEY, Ph.D., is assistant professor of Political Science at Temple University. MICHAEL J. PROCTER has been promoted to the rank of major at Sandia Base in Albuquerque, N. Mexico.

'60

JAMES B. MCGOUGH



JAMES B. MCGOUGH completed a six month ordinance officer career course at the Army Ordinance Center, Aberdeen, Md.

JOSEPH J. SGRO has been named associate director of development at Boston College. He had held a similar post at La Salle for the past seven years.

'61

EDWARD G. BOLAND has been named manager, data processing, for the Amecom division of Litton Industries in Silver Spring, Md. MATTHEW D. JANCZEWSKI received the Bronze Star Medal at Long Binh, Viet Nam for outstanding meritorious service in combat operations in Vietnam.

'62

ANTHONY P. BARATTA and JOHN F. X. FENERTY have formed a partnership for the general practice of law under the firm name Bartolomeo, Baratta & Fenerty.

'63



JOHN J. FLANNERY

JOHN J. FLANNERY has been promoted to building supervisor in the production department at the Rohm and Haas Philadelphia Plant. BRIAN P. McNULTY, D.D.S., is serving with the Air Force at Yokota Air Base, Japan. Air Force Captain ROBERT T. PINIZZOTTO has been decorated with the Bronze Star Medal for meritorious service while engaged in military operations against Vietcong forces. JAMES P. REICH, D.M.D.,



Some 400 alumni attended the dinner-dance which highlighted 1967 Homecoming Weekend this fall.



Key alumni attended the kick-off luncheon which launched this year's \$100,000 annual fund drive.

is serving at the Air Defense Command at Duluth AFB, Minn. JOSEPH F. ZALESAK received a master of science degree from Lehigh University in physics.

'64

ROBERT HANDFORD has been promoted to shipping manager of the Washington, D.C., plant of Sealtest foods. DONALD J. McAVOY has been promoted to Metropolitan Insurance Consultant Manager in Baltimore, Md., area. JOHN FRANCIS PACZKOWSKI, Esq., received his "jurist doctor" degree from Villanova Law School in May and married Theodora Joan Kraus in June. *Birth:* to DONALD J. McAVOY and wife Kay, a son, Donald Joseph; to Lt. JOSEPH T. QUINN and wife Ruth, a son, Joseph David.

'65

ROBERT P. CAMPBELL was appointed as a general sales representative in the Baltimore area for the Philadelphia service center of Joseph T. Ryerson & Son, Inc. DANIEL J. DUGAN has been appointed to the field staff of the Pennsylvania division, American Cancer Society. He will work out of the division's Harrisburg headquarters and service Society Units throughout the state. First Lt. EDWARD G. GIBBONS has completed a Special Forces Officer course at the Army Special Warfare School, Ft. Bragg, N.C. HARRY JOSEPH KYLER received a master of science degree from Lehigh University in psychology. First Lt. RONALD R. TAMACIO received the Air Medal and the Vietnamese Cross of Gallantry with Silver Star in Vietnam for meritorious achievement in aerial flight while serving as a pilot with the 220th Aviation Company. *Birth:* to RICHARD FLANAGAN and wife, a son, Richard.

'66

THOMAS RICHARD BIELEN has been recently appointed as a graduate research assistant by the center for law enforcement and correction at Penn State University. Second Lt. MAX J. DOBLES recently completed a special forces officer course at the Army Special Warfare School, Ft. Bragg, N.C. Second Lt. RICHARD A. FORD, a training officer in the U.S. Army, was recently assigned to the 5th Training Brigade at Ft. Polk, La. WILLIAM P. FOX was commissioned an Army Second Lt. upon graduation from the Engineer Officer Candidate School at Ft. Belvoir, Va. Second Lt. JOSEPH F. HAUGHEY recently graduated from the training course at Keesler AFB, Miss., for U.S. Air Force communications officers. He has been assigned to Lindsey Air Station, Germany. MARTIN J. MORAN was commissioned an Army Second Lt. on completion of the Ordnance Officer Candidate School at Aberdeen, Md. FRANCIS J. NOLAN was commissioned a Second Lt. upon graduation from the Officer Candidate School at the Army Artillery and Missile Center, Ft. Sill, Okla. First Lt. JOHN J. O'CONNELL, commanding officer of the 31st Artillery Brigade Headquarters Battery, was recently assigned to Oakdale, Pa. LAWRENCE D. PERSICK has been appointed auditor of the Community Bank and Trust Company in Paoli. Second Lt. PASQUALE ROSLE has graduated from the training course at Keesler AFB, Miss., for U.S. Air Force communications and has been assigned to Wright-Patterson AFB, Ohio. *Marriage:* ALAN S. GREEN to Anne Rachel Lieberman. *Birth:* to CHARLES GUSHUE and wife, a son, Daniel; to RONALD A. SAUNDERS and wife Gail, twins—a boy and a girl.

'67

EDWARD L. DINERMAN has been commissioned a Second Lt. in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex., and has been assigned to Laredo AFB, Tex., for pilot training. MICHAEL F. GALLAGHER was commissioned a Second Lt. in the Army at ceremonies held at the College, and has been assigned to the Air Defense artillery at Ft. Bliss, Tex. JOHN GALLO, JR., was commissioned a Second Lt. in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex., and has been assigned to Lowry AFB, Colo. JAMES F. GREGORY after completing a 12-week course at the University of Utah, has left for two years of Peace Corps duty in Ethiopia, Africa. Second Lt. JOSEPH V. McFADDEN recently completed the air defense officer basic course at the Army Air Defense School, Ft. Bliss, Tex., and has been assigned to Korea. Second Lt. DAVID F. PATELLA recently completed the air defense officer basic course at the Army Air Defense School, Ft. Bliss, and has been assigned to Germany. MICHAEL J. RAGAN has been commissioned a Second Lt. in the U.S.A.F. upon graduation from Officer Training School at Lackland AFB, Tex. Second Lt. LOUIS D. SIMMERS recently received his Army Reserve commission through the Reserve Officers' Training Corps. LOUIS J. VIZI has been commissioned a Second Lt. in the U.S.A.F. upon graduation from Officer Training School at Lackland AFB, Tex., and has been assigned to Mather AFB, Calif. ERNEST P. WEBER, JR., was promoted to Army private two months earlier than usual as an outstanding trainee upon completion of basic combat training at Ft. Dix, N.J. *Marriage:* AUGUSTINE E. MOFFITT, JR., to Joanne A. Klatko.

La Salle Vignettes

Mike O'Hara / *having more than one*

There is a pungent odor peculiar to breweries—a combination of barley malt, hops and a fermenting agent—that makes one wonder how the Teutonic elixir ever became popular in the first place. But there is nothing better on a hot day, as the man said, than an ice cold brew. And many a cold one' has born the Schaefer label. **Michael B. O'Hara, '58**, is a good way from the malt tanks in his air conditioned office, but in his role as employee communications manager plays a part in every frosty keg, can and bottle. Mike joined the Schaefer staff last year after a varied career that included law school (N.Y.U.), radio announcing and teaching in New Jersey and communications positions with General Foods and West Virginia Pulp and Paper. The old brewmaster days of wooden kegs and horse-drawn wagons are gone forever at Schaefer, the eighth largest U.S. brewery with 3,700 employees and three plants. The last family-owned brewery, Schaefer's market extends from New England to Florida and west to Cleveland. Mike writes and edits several employee publications, among them a monthly magazine (titled "Foam" of course), in addition to a variety of employee relations tasks. He commutes to the Brooklyn plant from suburban New Jersey, where he, his wife, and their two children make their home.

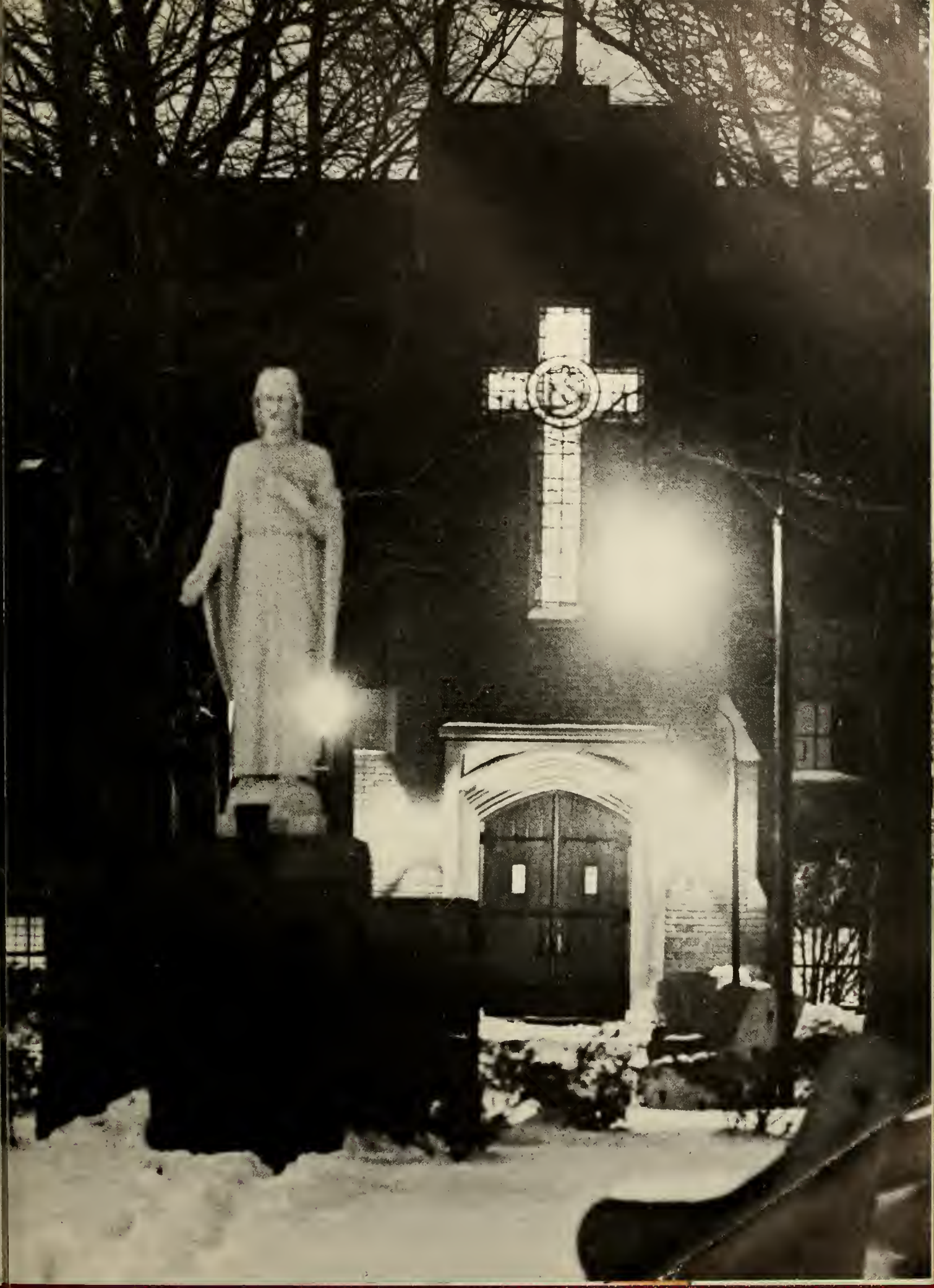




Frank Barron/*creative personality*

The artist holds no one in lower esteem than he who would coldly analyze the method of his art, Robert Louis Stevenson once said. **Dr. Frank Barron, '42**, a research psychologist at the Institute of Personality Assessment at the University of California (Berkeley), would surely be a target for R. L. S.'s disdain, for he is among the world's leaders in the study of artistic creativity and the Institute itself is unique in America as a center for the study of human behavior. Dr. Barron has been a member of the Institute staff since settling at Berkeley in 1947 after advanced studies at Cambridge in 1946 and earning a master's degree from Minnesota in 1948. He received his Ph.D. at Berkeley in 1950. He has also been a visiting lecturer at Harvard, Bryn Mawr and has conducted studies of creative persons in Ireland and, currently, under a

Giggenheim grant in Italy. Among the distinguished artists who have visited the center for three-days of tests and interviews are writers Norman Mailer, Truman Capote and Frank O'Connor, and architect Eero Saarinen. The Institute, a research division of the University that receives some \$2 million annually in outside support from foundations, industry and government, was founded in 1949 under a Rockefeller Foundation grant. Dr. Barron, the author of two books and numerous articles (among them that in this issue), says of the 'hippie' movement that "... some are just bums, some just high school conformists, but for many it has almost a religious character—a return to early Christianity." He calls his years at La Salle, "... the ideal education, especially so because of the involvement and participation possible in small classes."



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They Said It Couldn't Be Done



Spring 1968

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V 12 #2



Conversation With the President

EDUCATION ISSUE

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CREDITS—Cover illustration by James Ponter; pages 11, 15, 20, 21, 22, 24, 25 and 26 (left), 28, 29 by Charles Sibre; page 19 by Walter Holt; page 26 (right) by Rev. John Wrigley; page 31 by Ralph Howard; page 32, courtesy Philadelphia *Inquirer*; all others by Lawrence Kanevsky.

La Salle

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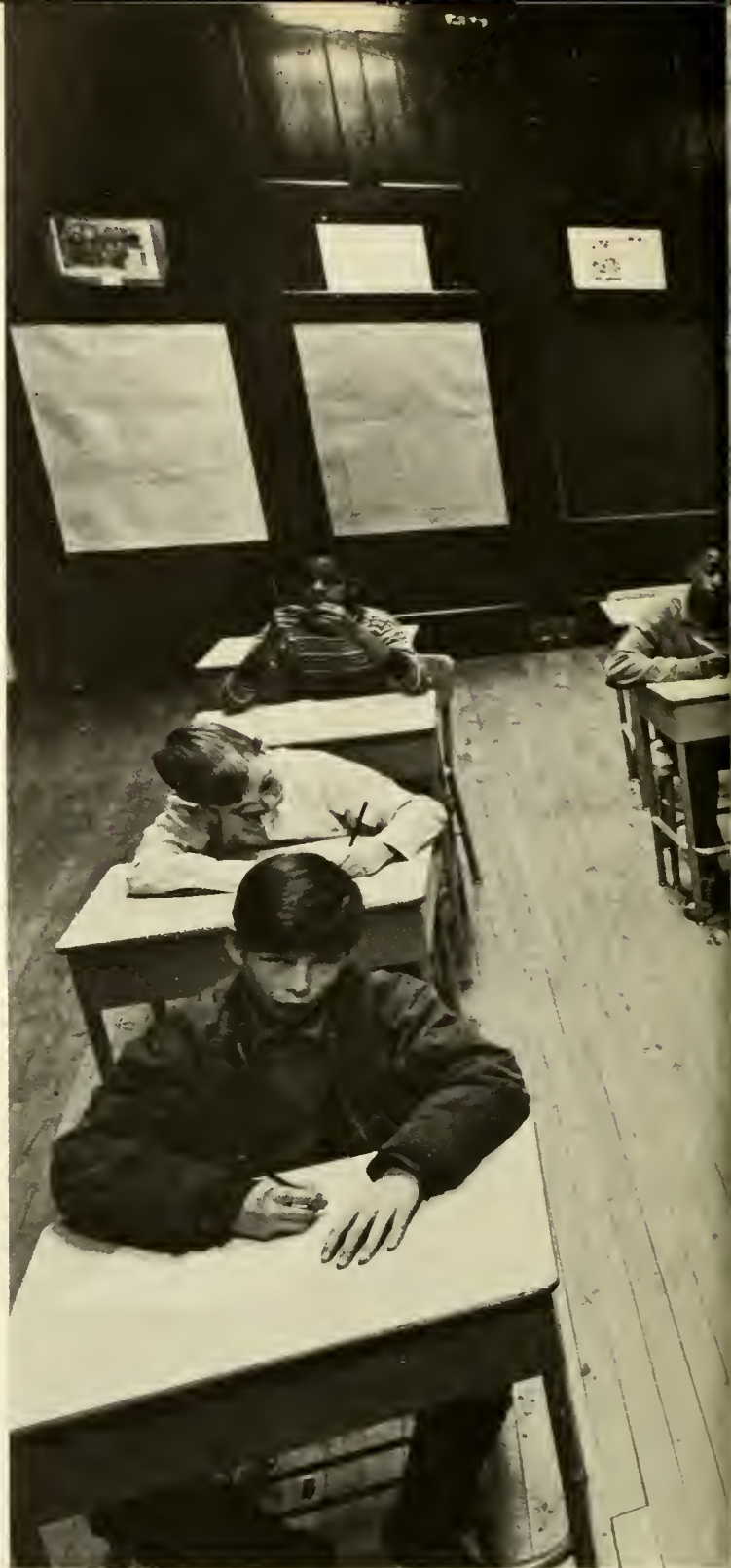
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Ralph W. Howard, '60, *Editor*

Robert S. Lyons, Jr., '61, *Associate Editor*

James J. McDonald, '58, *Alumni News*

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*Far far from gusty waves these children's faces.
Like rootless weeds, the hair torn round their pallor.
The tall girl with her weighed-down head. The paper-
seeming boy, with rat's eyes. The stunted, unlucky heir
Of twisted bones, reciting a father's gnarled disease,
His lesson from his desk. At back of the dim class
One unnoted, sweet and young. His eyes live in a dream
Of squirrel's game, in tree room, other than this.*

Stephen Spender



d by RALPH W. HOWARD, '60

Photographs by LAWRENCE KANEVSKY

A 'Special' School Principal

THE STORY of the Stephen A. Douglas School—and the heroic work being done by its teachers and staff—should be heralded from the rooftops of our city.

But few Philadelphians *want* to know about the students in the small school for slow-learning children located in the Kensington section of Philadelphia. Alumni President Daniel H. Kane, '49, principal, his dedicated staff, and top level school administrators including School Board President Richardson Dilworth, are all too painfully aware of public apathy toward remedial education, but their dedication and zeal is not diminished by a scarcity of dollars and even less public understanding. Lawrence Kanevsky's photographs depict much of the dedication at Douglas.

The Douglas School is not the most popular school in town, an 'image' Kane and his staff work day and night to correct. The stigma derives mainly from the fact that all Douglas students have a problem of some kind—in school, at home, in their community, or all three. Yet there is a waiting list to enter, because there are only four other such schools in the entire metropolitan area of six million souls!

continued

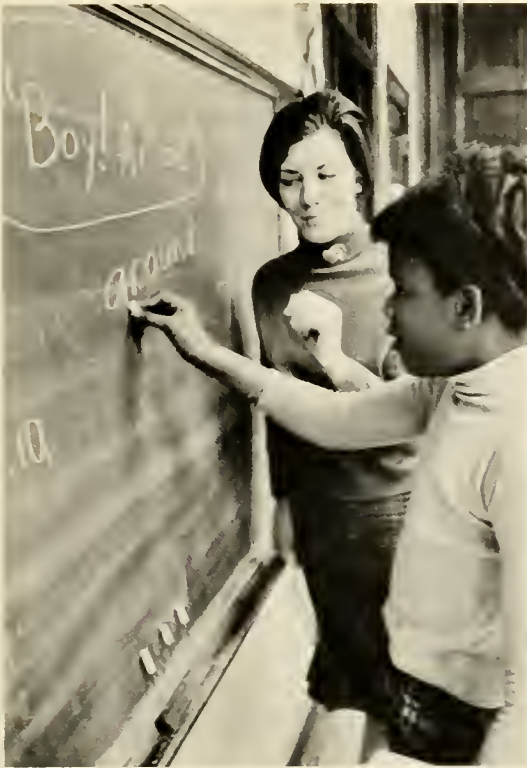


Kane discusses day's activities with Angelo Bruno, '49 (above), another La Salle graduate who served as principal intern for three months, while Mrs. Patricia Kilbride (below), a Douglas teacher, counsels a pupil.









Mrs. Kilbride conducts an English class.

It is conservatively estimated that there is not classroom space for even one-half of the pupils who need special training in the Philadelphia area. The Douglas School alone serves a mammoth area bordered by Broad Street on the west, Girard Avenue on the south, Lehigh Avenue to the north, and the Delaware River on the east.

"Efforts by our faculty to improve the self-image of students are extremely important in the day-by-day classroom experiences," Kane contends. "We believe that the sum total of the accumulated positive experiences hopefully will bring about an improvement in the pupil's dignity and, consequently, a new outlook on the world and life in general.

"If the youngster who comes in our door thinking himself to be an inadequate, incomplete person with no future prospects of success, can leave our school with a positive attitude because of proven classroom experiences, we have done our share toward salvaging a worthy citizen," he continues.

continued



sewing class taught by Mrs. Mildred Evans

James Cooper (center) offers instruction in carpentry.



Kane admonishes three students in a Douglas corridor.

"Every pupil offers a challenge and must be dealt with just a little bit differently than the other pupils," Kane states. "Broken homes, large families, poor housing, cultural deprivation, lack of adult supervision and guidance; all of these negating factors have molded the child into his present image—an image that somehow must be changed by empathic, involved teachers who can sometimes bring about seeming miracles by doses of understanding, and affection, praise and stimulation, hope and motivation."

"It is here," he asserts, "that some children meet a teacher who will change their lives, who will breathe into their souls a whisper of hope, who will miraculously 'reach' them. Sometimes this kind, understanding adult is the only one in the child's present life who cares, who guides, who explains, who listens, who understands."

This person is perhaps typified by Mrs. Patricia Kilbride, a bright, attractive math and English teacher at Douglas, who was asked why she wouldn't rather be in a 'normal' and 'quiet' suburban school.

"Can't you see it?" she asked. "When we can reach these children it is an achievement—something really worthwhile. It is the best possible opportunity to shape the *whole* person!" ■



Kane encounters hostility (above) and is sought for advice (right) in the hallways of Douglas school.



*The superintendent of Philadelphia's
Archdiocesan Schools warns that parochial schools
will soon die without increased support*

The Catholic Schools: *Some Modest Proposals*

By
RT. REV. MSGR. EDWARD T. HUGHES, LL.D., '64
SUPERINTENDENT OF SCHOOLS,
ARCHDIOCESE OF PHILADELPHIA

IT IS NOT much of an oversimplification to suggest that the basic problem facing Catholic education is to determine realistically its most effective role in today's and tomorrow's community. By community here I include, of course, the Christian community, but also the total community which Catholic education must always serve, and serve precisely because of its spirited convictions and commitment. Any attempted determination of the most effective course to follow, however, will almost always generate discussion and debate, controversy and possible conflict. Catholic education must expect and welcome such discussion and differing opinion, but the nature of the debate, its reasonableness or its lack of reason, its insight or its failure to penetrate the issues, its scope and breadth of vision or its narrowness and provincialism, will indicate how successful we will be in finding the most effective role for Catholic education. Then, of course, must come the hard consequence—the support of that role agreed on as most effective.

As does every superintendent of schools, I have a long list of priorities of problems and needs which I am happy to recite at the slightest opportunity. But a superintendent's listing of urgent needs is a long way from acceptance and action by the community itself. To give just one example, a number of us in Catholic education have been saying for some years that unless we receive substantial, additional financial support, we cannot survive. Until recently, no one really believed us, and even now, most Catholics still feel that somehow we can carry on as usual. Of course, this attitude is due in part to our failures, to poor communications and poor public relations on the part of the educational administrators, but it is due also to the failure of the Catholic people to consider seriously, intelligently and consistently the problems forced upon Catholic schools by the skyrocketing costs of modern education. Or to put it another way, our Catholic people have not been sufficiently involved to find, maintain and improve the effective role of Catholic education in today's community.

Assuming, then, that continuing and reasonable debate and discussion will help us to achieve a clearer vision of Catholic education's most effective role in our community, there still remains the problem of supporting and sustaining that role. My own conviction is that Catholic education's immediate

role, today, is to do more effectively what it already is attempting to do, while searching more strenuously for new techniques and structures that will add to our effectiveness and prepare the way for more sweeping changes in the face of Catholic education. I see these new techniques and structures developing from greater utilization of community educational and cultural resources, and from increased cooperative efforts with public education. The whole future of Catholic education, as is true of all education, is bound up with the community, its resources and its problems, its people and its talent.

Whatever the structure of Catholic education, whatever its involvement in the community and with the public schools, it is quite obvious that its present and future effectiveness will require a continuing and expanding support. Here, of course, I come to the same plaintive appeal made by every superintendent—give us more money if you want better education. Much of the community is utterly sick and tired of this appeal and more and more the retort is to use more wisely the resources we already have. Well, this simply can't be done in our Catholic schools, because the resources are plainly inadequate. It is true that more money won't necessarily make for better education, that we can use less than wisely additional resources that might be made available. But it is also undeniably true that we cannot sustain and intensify our educational effort without substantial, additional funds. We are all convinced of the need for a creative, imaginative approach to the teaching and learning processes, for new and flexible techniques, for a tremendously expanded program in human relations, for innovation, research, experimentation and a host of other demands that must be part and parcel of modern education. But the simple fact is that Catholic education in the Archdiocese of Philadelphia, even with all the creative, imaginative and technical skills that we can muster, cannot survive unless we receive major additional funds, which will continue to expand to meet the expanding costs. Unless the people of the community become convinced of this fact, we will, with rather frightening speed, begin to curtail and reduce our numbers.

The great danger here, of course, both for us and for the community is that we will take the road of least financial difficulty. We will begin to educate only those who can



afford it. Slowly and reluctantly at first, but then with ever growing rapidity, we will begin to increase fees and impose tuition; to pass on to the parents alone the burdens which properly belong to the whole community. Gradually, almost against our will, we will slide towards that selective and exclusive school system which in my judgment does not really merit the title Catholic. For the further we drift away from the total community, the further we move away from the poor and the Negro, the less Christian our school system becomes. We could easily become a refuge for the able and the affluent, for the rich and the talented, for the white, middle class child. This would be a disaster both for the school system and the community, but most of all it would be disastrous for the children. It would harm those children we are forced to exclude; and it would rob those whom we accept of the opportunity to know and love the neglected Negro child, the poor and oppressed of every neighborhood. Our children need to be, and to know that they are, part of a system which serves the poor as well as the rich, the slow child as well as the bright.

IN MY JUDGMENT, our financial problems can be solved, but only by a combination of consistent and persevering approaches to the total community in its varying aspects. I see four necessary channels of additional financial resources and every one of these is critically important.

First, we must look to the total Catholic community for greater sacrifice and greater revenues, and here I emphasize the total Catholic community. The parents neither can, nor should bear the entire cost of their children's Catholic education. Certainly our parents must assume greater financial responsibility for the education of their children; they must rate the religious education of their children as their highest priority of needs; not, as is often the case, pretty well down the line. But the democratic view is that education benefits the whole Catholic community, and must be the responsibility of the whole Catholic community. Our more affluent Catholics, those whose children are already educated, those with more resources and less family burdens—all these must assume direct responsibility for the religious education of all the Catholic children.

Our second approach must be to the educational resources of the community and the public schools. Modern education must be flexible and adaptable; it must send its students out to the community and bring the community to its classrooms. To date, the cultural riches of the art museums and science institutes, of the theatres and the orchestras, of the historical sites and the municipal governments have largely been fringe benefits; merely tangential to our educational process. They must now become central to that process. Till now, our cooperative ventures with the public schools have been mostly small gestures of good will. We need meaningful joint efforts in substantive areas; we need experiments in shared time and shared services in programs that help all our children. Together, public and non-public education must explore the community's total resources and turn these cultural riches into solid educational benefits for the children. Together, we must face the crucial social problems and find

common solutions. Catholic education is part of the total community, part of a joint effort to educate all the children. It fails in its duty when it does not demand the right to share in all the riches and resources of the larger community it serves.

The third and completely untapped source of aid for Catholic education in the Archdiocese is the business and industrial community of the Delaware Valley. If ever any group should have a well defined and developed guilt conscience, it should be the commercial interests of our area. For generations, the businesses of Philadelphia and the surrounding counties have drawn upon the talents and skills of our graduates. Literally, thousands of our students pass each year into the ranks of labor and management. There they become the bone and sinew of the economic life of the community. And what has industry and business, the world of commerce and finance done in return for our Catholic schools? The answer is a blunt and resounding nothing. Oh, there are evidences of goodwill, of concern. Our students are invited to seminars and demonstrations, to industry tours and laboratory visits. Occasionally even, if a firm is doing a billion dollar's worth of business in the area, it might make a munificent gift to a particular school of some piece of equipment which might exceed \$1,000, in value. (I think we have received about five such gifts in the last eight years.)

Realistically, we must now turn to business and industry and say we need help. We want to contribute to the economic well-being of the community; we want our graduates to join your factories and your firms; we want to help you make our economy flourish. But we can no longer afford to educate your future employees with no help from you. Help us, then, because we need it. Help us because if we are to help the community, we need your help. Help us because it is the right thing to do. But help us also because you need us. Without us, your problems will multiply. If we collapse, as well we might without your help, your taxes will skyrocket, and your profits will tumble. Just think of the cost of replacing us and realize that you would bear much of that burden. And finally, if we collapse, reflect upon the loss of something most precious to you. Would not the loss of an alternative form of schooling, the destruction of practical freedom of choice in education be a tripling blow to the spirit of competition and willing cooperation so essential to the free enterprise system you cherish?

FINALLY, our fourth, and perhaps most important approach to additional aid is to resort to the democratic processes. By fits and starts, our Catholic people have turned generally when directed, to our legislators in specific cases. But we have not manifested the lively and persistent interest in legislation that is essential both to our proper role as citizens and to the preservation of freedom of choice in education. For far too long we have shied away from political action as if it were somehow improper or unclean. The essence of our democracy is forceful presentation of views by the citizens. If we believe that our children are entitled in justice to governmental aid in secular subjects, if we believe that imaginative and creative programs can be devised to furnish that aid without violating constitutional pro-

'total Catholic community for greater sacrifice'

visions, why then don't we express our views effectively, persistently and in an organized manner.

Our Catholic people must become politically alert, alive and responsive. They must study the issues, know their legislators and the past positions of the legislators, and they must express themselves vigorously to the legislators on the matter of governmental aid for non-public school children. They must be willing to act personally and through their Home and School Associations, parish societies and organizations such as the Citizens For Educational Freedom.

IT MUST become clear to all of our people that unless some form of governmental aid is achieved, inevitably our schools will be forced to restrict and reduce until they become incapable of serving our children. Governmental aid will become increasingly necessary for our survival. This is the simple fact, but most Catholic people still seem to ignore it.

Basically, what I have been trying to suggest in this article is that the problems of Catholic education are not greater than its prospects. The thorny issues that lie ahead guarantee worry and anxiety for the most loyal devotee of Catholic education, but they are not impossible of solution. Certainly they will not be solved automatically, nor by the decision of administrators and pastors. The prospects of Catholic education really depend on the Catholic people—what they want for their children and what they are willing to sacrifice for their children. Till now, the people have not really believed that our schools are in financial crisis; that there is a strong possibility that our schools will begin to decline and disappear.

Now, as the magnitude of the crisis is gradually being forced upon the consciousness of our people, their reaction becomes the critical determinant for the future of Catholic schools. If they begin to shy away from the work and the sacrifice demanded, then the prospects are dim indeed. Then we will have taken, in my opinion, a disastrous and giant step towards state monopoly in education. We shall have moved towards the destruction of true freedom of choice in education, which in turn can help to narrow and delimit all freedom of choice in our democracy. If our people falter in their determination, then not only will the Church and the children suffer, but the total community will be weakened.

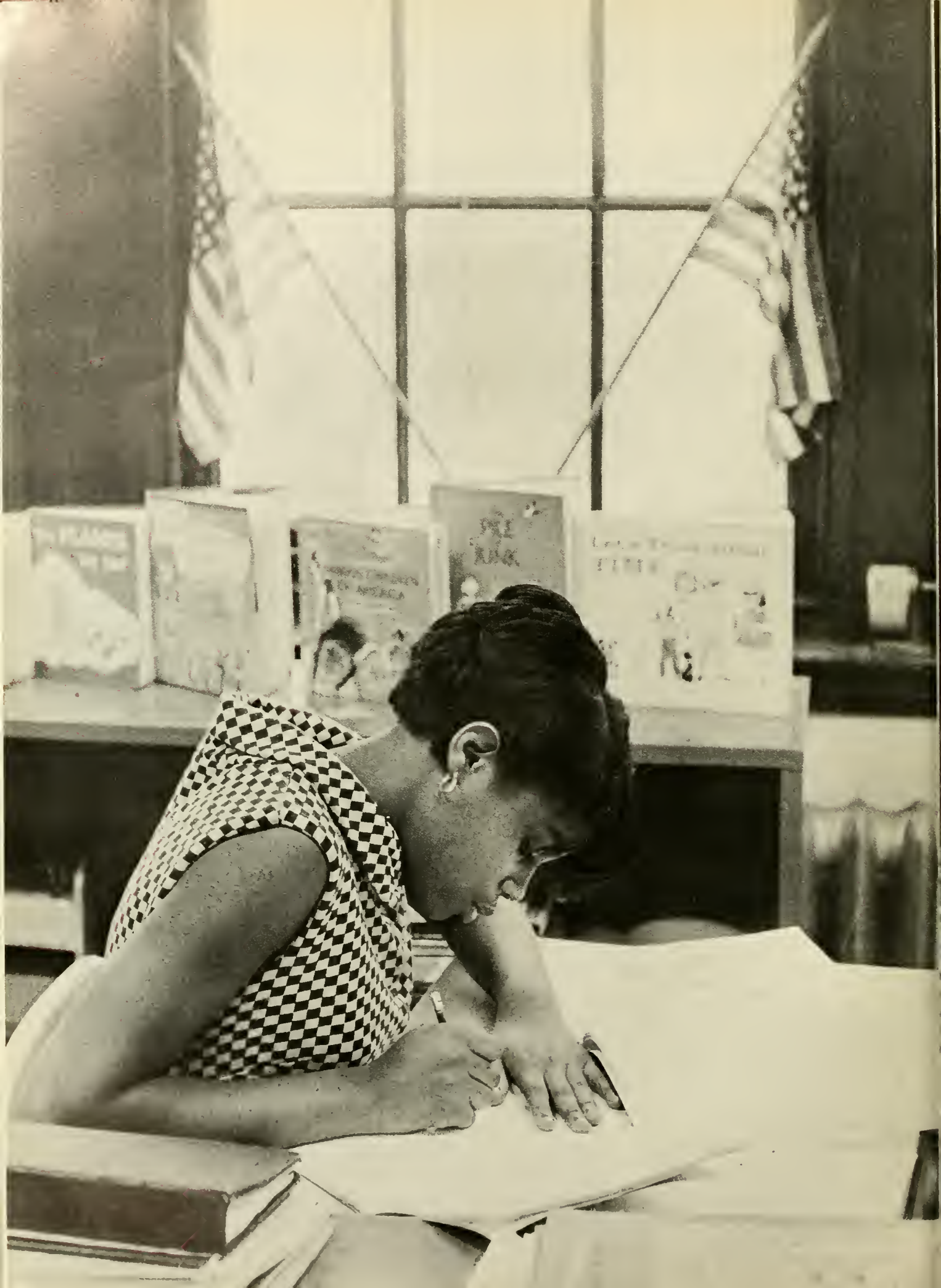
So often the defenders of Catholic education are labeled as resisters of change and barriers to progress. I am suggesting that the decline of Catholic schools would destroy American education's greater opportunity for diversity, flexibility, innovation and progress. A state monopoly in education is not the most productive climate for the ingenuity and creative genius that the needs of today's child demand in abundance. From a vigorous Catholic school system can come the competition and the cooperation that can stimulate the public schools and result in new approaches to the common problems. The defenders of Catholic schools are not dedicated to the *status quo*. They are trying to preserve a basis on which new structures can be built and from which new cooperative ventures can be launched. But the preservation of this basis for exciting new educational efforts depends upon the awareness and the response of the people.

The roads that lead to solutions are there. The resources are there. I have suggested four possible approaches to the solution of the most pressing financial problems, but perhaps there are other and better ways. The point is the Catholic people must search out the ways. They must convince their fellow Americans of the harsh judgment that will flow from a lack of justice for all the children.

Most of us in the work of Catholic education are convinced of the worth of such education for the children and the Church. But we are not convinced that we have yet achieved the ideal role for Catholic education in the community. Thus, the greatest of our prospects still lies ahead. Our Christian commitment to the community extends in practice as broadly and deeply as our people determine. It is my contention that the community needs the values and principles, the skills and the convictions that only a religious education can give. It is my suggestion that our greatest challenge is to find and support the proper place of Catholic education in the community. If this is so, it is a work not for bishops and priests and educators, but for all the people of God. How well this work is done depends finally upon how many do the work. ■



Msgr. Hughes was appointed superintendent of archdiocesan schools in 1960. He holds a master's degree in history from the University of Pennsylvania and received an honorary doctorate from La Salle in 1964.



Big city public school systems merely reflect the turmoil in our society today, according to the head of Philadelphia's Federation of Teachers.

Urban Public Schools:

'FRUSTRATION and FAILURE'

By
C. FRANK SULLIVAN, '39
PRESIDENT, PHILADELPHIA FEDERATION OF TEACHERS,
NATIONAL VICE PRESIDENT,
AMERICAN FEDERATION OF TEACHERS

IN EARLY MARCH, a newsphoto of a very dramatic scene appeared on the front pages of newspapers across the country. A husky white youth of rather mature appearance, knife in hand and in battle stance, was confronting a Negro classmate in a street crowded with milling high school students. The picture was intended to illustrate the ill effects of a teachers' strike in a big city school system. Many would conclude that no one has the right to turn such dangerous types loose on the defenseless public. An important point, easily missed, was that young graduates of our American colleges are expected to take employment in the schools, maintain control over their youthful inhabitants and never worry about the hidden presence of lethal weapons.

The unfortunate fact is that attention is now being given to the big city school because it has in many cases become an arena in which the major disorders of our urban society erupt into open conflict often marked by violence and the destruction of property. But the most paradoxical aspect of this fact is that these urban schools, in which frustration and failure are the dominant notes, are required by the public to perform the task of turning out an educated product ready to enter college or the world of business or industry. And part of the paradox is that teachers, new or experienced, are expected to sit on a volcano of human energy, control the mood of violence, and teach the old values and the traditional body of knowledge in the long-accepted way—and with successful outcomes for every child.

The explosive atmosphere of the central areas our big cities has penetrated into the halls of the schools. The tensions

of our times, brought about by war, racial hostilities, endemic unemployment and persistent poverty in our affluent society confront school administrators and teachers alike with challenges that they are not really prepared to meet.

School administrators in the past have generally advanced on the promotional ladder because their professional conduct was safe and predictable and thus presented no particular hazards for the educational establishment. Moreover, they were generally insulated from community pressures by the cloak of respectability which surrounded their profession and their position. Their command over the school personnel under their direction was generally unquestioned inside or outside the system. Teachers were much more accustomed to the habit of resigned conformity than almost any other segment of the community.

In recent years, however, the winds of change have affected the schools as much as, or more than, other institutions in our society. Teachers have with comparative suddenness undertaken to collectivize their professional interests in order to improve their economic status and their conditions of employment, and to extend their opportunities to effect educational change. The teachers' unions, utilizing the direct action methods of their affiliates, have taken the lead in asserting their demands for professional parity with school administrators. This development is in itself an important aspect of the contemporary social revolution and has significance for the growing demand for bargaining rights for public employees of every type. But more significant is its impact on the educational establishment in which the unions

will assume and maintain a defensive and protective posture concerning teachers, but will, at the same time, effect changes intended to improve the educational effort and the educational product. If school administrators were less jealous about their own function and performance and maintained better relations with their staff, the teachers could concentrate on programs of educational improvement like the Educational Improvement Program schools in Philadelphia or the More Effective Schools in New York and other cities.

The success of militant teachers in shifting the center of power in the educational establishment of the big cities was achieved only briefly before the rise of a new kind of citizen power in the Negro areas of the urban centers. In the noisy disquiet of the huge racial ghettos where anger, frustration and hopelessness prevail, the anxious leadership of the minority among Negroes who have voiced their concerns, look to the schools for the means to escape the miseries of underemployment, inadequate incomes, slum housing, persistent poor health and the pervasive presence of violence and criminality.

The hope is not for the release of the adult generation, but for the creation of opportunities for their children to escape the culture of poverty.

Thus, the present demand on school administration, principals and teachers is for "accountability"—for better results, for higher achievement, fewer dropouts, more college candidates and more scholarships. The demands are reasonable enough. Everyone expects tangibly good results, but the sad fact is that pupil performance in the schools has not been good. Low achievement, reading retardation, downgraded course selections and a high rate of dropout are characteristic of the city schools and the great question is where to lay the blame.

THE FERMENTING NEGRO COMMUNITY, in rejecting defensive arguments and persuasive promises intended to assuage the corrosive tensions which have grown over the years, has laid the blame at the door of white racism. The community attributes racist attitudes to the city leadership, to school administrators and finally to the teachers themselves.

Teachers have come to accept the charge of racism only with great difficulty, if at all. They are aghast to learn that the vocabulary they use in English class is racist because of the 60 words relating *white* to what is bright and good, and the 47 words relating *black* to what is somber and evil. They are appalled when told that the simple patriotism they teach in social studies class is replete with surreptitious assumptions of white racial superiority and that they purposely omit the history of black men.

Although critics have demonstrated great impatience with the slow progress being made in overcoming the old blocks to racial understanding, the fact is that teachers have exhibited an avid interest in courses in Negro history and the sociology of the contemporary urban complex and its core of distress and deprivation. However, their good intentions are not about to satisfy the demands of leaders in the black community who insist that there is a subtle racism in the attitudes of teachers towards the ability of children and their expectations of pupil performance. Whether these low ex-

pectations and the consequent low level of performance in ghetto schools are part of a deliberate white racist conspiracy against Negroes—which is the claim of the black nationalist extremists—or are merely part of the subtle, pervasive racism which less extreme critics find in the schools, teachers feel uncomfortable with the charge of culpability on their part.

HOWEVER, despite the irresponsible nature of the charge being hurled about, everyone must face the fact that performance in the basics of education has been low among Negro pupils in the *de-facto* segregated schools. The statistical evidence also shows that the rate of retardation increases the longer the children are in school. How to solve this problem has become the great subject of debate and an army of university researchers with generous federal grants under their belts have fanned across the country seeking the answers, which up until now have eluded school administrators and boards of education.

The plight of the big city teacher is that he is at the very center of a maelstrom of official and community pressures for a more effective school program for every child. Typically, he expects very little help from central office administrators who spend their time constructing intricate questionnaires which are accompanied by even more intricate directions (like those distributed in Philadelphia which assure him that step 3 in completing a form follows step 2 and precedes step 4). He also feels that the training he received in college has not prepared him for the kind of challenge he has to meet every day in the classroom. He knows that parental support for teachers is often lacking. He discovers very early that his best support in the school will come from his fellow teachers—those who provide specialized professional services or who share the classroom with him or work down the hall. And he knows that, if his difficulties in carrying on instruction in the classroom or helping to maintain order in halls, locker rooms and lunchrooms get him into trouble with the principal or parents, his professional union will be the only means of protection.

Recruiting and holding teachers in the city school is a constant problem. The easy solution is extra compensation or "combat pay," but too many people, including teachers, find it morally offensive and ghetto residents resent the proposal bitterly. The solutions offered by the teacher unions have included such inducements as reduced class size, a realistic pupil-teacher ratio, more professional specialists, assistance in clerical duties, more preparation time and opportunities for meaningful staff development courses in the school setting or at the universities. The equation is stated thus: improved working conditions plus improved preparation equal improved teaching equal improved learning.

This was the approach proposed by the teachers' union in Philadelphia and adopted in the form of the Educational Improvement Program by the Board of Education and the school administration. The program required smaller classes, more paraprofessional support, the employment of specialist teachers in art, music and physical education and greater quantities of appropriate curriculum materials. Subsequent testing by a Temple University team showed positive gains in achievement levels for children in EIP schools, but inexplica-

n the maelstrom of official and community pressures

poly the Coleman Report on *Equality of Educational Opportunity* reinterpreted test results to show that there was no appreciable improvement.

The conflict of claims concerning the effectiveness of special compensatory programs in ghetto schools is most noticeable with respect to the M.E.S. program in New York, where an army of consultants have studied the effects of special appropriations of school funds for programs to compensate for educational deficits arising from ghetto conditions. The importance of these studies is better appreciated if it is understood that the principal issue between the United Federation of Teachers and the Board of Education in New York, which brought about a 14-day strike in September, 1967, was a demand for an increase of \$10 million per year for the M.E.S. program and its extension to more schools. The studies show that teachers believe that the program is working well and on the basis of this belief they supported the union on this issue in its successful settlement of the strike.

Unfortunately, citizens in the ghetto community do not agree with each other or with the teachers on the programs. One study shows that Negro pupils do not perceive that their school is doing a good job for them and we can conclude that their attitudes probably reflect those of their parents. This sense of failure among Negroes is heightened by the dismayed reaction of Negro leaders in consequence of their realization that the city schools are not going to be integrated in any foreseeable time. Because no one can as yet say definitively what the critical element is in the academic failure of the pupils, other than the collective character of the student body, the ghetto leaders are easily tempted to accept the theories of a white conspiracy or of mass indifference on the part of the white teacher to the plight of Negro children. Hence, come the hostility exhibited toward striking teachers and demands for black teachers and black leaders in the schools with the view of creating an image of Negro capability and self-sufficiency.

HENCE, ALSO, comes another disconcerting development for the big city teacher in the form of the increasing insistence on decentralization and local control of the schools. The intention of those demanding local control is to acquire the right to hire teachers and administrators, to gain access at will to the schools for the purpose of evaluating the work, and to take part in planning the curriculum. In New York, these demands have led to incessant controversy, in a few cases to acts of physical violence against school personnel and to the introduction of blatantly racist propaganda into school programs. Recruiting and holding an adequate teaching staff is difficult under circumstances such as these.

Controversy over the operation of the public schools has enormous political implications. Costs are bound to rise, especially if programs of compensatory education are to be fully implemented. However great the American commitment to education, the willingness of the majority to pay freely to redress the educational balance for the minority is one of the most urgent public questions now confronting government and citizens in general. If racial animosities are permitted to stand in the way of commitment to better

educational opportunities for city children, the prospect for continued urban decay and for continued urban unrest seems to be clear.

The most hopeful element in the situation is the willingness of the teaching force in big city systems to engage in the task of improving the educational output. They are coping with turbulent student bodies, inadequate parental support, and often inept and uncertain administrative leadership. The number of fully qualified teachers is actually on the increase, despite the poor reputations of many of the schools. However, the teachers will continue to demand evidence of public support. They will demand higher salaries, to be sure, but they will also insist upon more opportunities for their own intellectual growth and professional development, and more provision for ancillary professional and paraprofessional services. Better physical facilities and the opportunity for innovative and experimental programs will be needed to make the teaching job more attractive. The public must be prepared to meet these demands when they are presented. The teachers have found a voice in educational affairs and that voice must be heeded. ■



C. Frank Sullivan, '39, became president of the Philadelphia branch of the American Federation of Teachers early last year, succeeding another La Salle graduate, John A. Ryan, '51.

Conversations

Brother
Education, off

LA SALLE: Brother Bernian, what do you consider to be the College's major accomplishment(s) during your tenure as President?

BROTHER BERNIAN: La Salle's accomplishments have been both substantive and procedural. In terms of goals, the most fundamental mark of the institution, we have made a firm commitment to excellence as an undergraduate liberal arts college, not by any means monolithic in its offerings or personnel, but resisting the lure of diverse graduate offerings. This overall goal has been implemented by the gradual improvement of the student profile, in terms of their high school quintile standing and SAT scores, and more importantly in terms of their attainment of distinguished graduate fellowships. The excellent record of admission to professional schools established over many decades has now been matched in other areas of study.

A variety of specific programs have helped toward excellence academically: Project 74, the crash program to improve the library collection, is one. Others include establishment of the honors program, strengthening of the departmental chairmanship, augmentation of the counseling center staff, and prodigious expansion of physical facilities. Many of these developments arose during the course of the self-study; and they all witness to a firm effort to involve all members of the faculty in academic development. The past decade has seen La Salle take a leading position in the enrichment of the role of the layman in all aspects of the college's life and growth. Such obvious developments as the appointment of two laymen to vice-presidencies have been accompanied by gradual improvement of salaries, leaves, and grants. The faculty senate has further enhanced the layman's role.

The list of physical facilities added or in progress during the decade speaks for itself. They include the student union, science building, Wister Hall (purchased from La Salle High School when it moved to its new campus in 1960), five additional dormitories, the La Salle Hall apartments, the new student chapel, and the purchase of new property. These facilities, plus the classroom and recreation structures projected for the immediate future, form an indispensable substratum for academic progress.

To a very great degree, I believe, La Salle's progress has arisen from the delegation of authority and the organization of the "four estates" each under its appropriate vice president: academic affairs, student affairs, financial affairs, public relations.

I feel that such development of tracks in the college's organization keeps it in touch with the times, as does the

reorganization of the board of trustees to include a majority of laymen. Also timely has been the decision to retain—on the basis of one required year and three voluntary years—the Reserve Officers Training Corps, in an effort to profit by the experience of the college during World War II.

To give the greatest possible stability to the entire operation, a concerted effort has been made to build up endowment funds. We have a long way to go in this regard, because—even though the sum is in itself impressive—the endowment still does not equal half a year's operating budget of the institution. But, in a time of almost annual crisis in the finances of even affluent institutions, we had no choice but to begin.

LA SALLE: What matter(s) do you feel may have been overlooked, or given less emphasis than now might seem necessary? In short, what would you do differently, if given the opportunity?

BROTHER BERNIAN: I think I would have moved more quickly on the construction of the classroom and physical recreation buildings. Passing time only adds to their cost. Another area where I would act sooner, rather than differently, is in the expansion of democratic procedures, as in the case of the faculty senate and the board of trustees. Similarly, I would have encouraged more sharing with other institutions—facilities, faculty, and students.

In the matter of tuition, I am not sure that—if I had it to do again—I would strive so long and so earnestly to keep tuition down. This effort grew out of the philosophy of the Brothers, that the college should furnish an education for those financially unable to go elsewhere. But, frankly, it is not at all evident that the beneficiaries of that philosophy have been appreciative to this point in time, in terms of support for the college, or even continuing interest in it. There are not yet any statistics on alumni contributions, for example, from those who went through on grants of various kinds, but one has the feeling that such figures will not be inspiring. Needless to say, the present tuition levels are regrettable but necessary; but for many years the tuition was unrealistically low.

LA SALLE: You have been extremely active in Philadelphia education for the past few years. How do you feel about the City's progress in higher education over the past decade?

BROTHER BERNIAN: Practically all the recent developments in the city and state are still in a state of flux, so that anything like a final appraisal is not possible. Progress there has certainly been, in that the city's Community College meets a pressing need financially and academically. Temple's achievement of state-related status has made its excellent services

ith the President

...F.S.C., La Salle's president for the past decade and chairman of the Mayor's Commission on Higher Education into La Salle's recent past and near future and on higher education in our city, state, and nation.

available at very low cost; though these costs may increase in proportion to legislative delay in annual appropriations.

Groups like the Commission on Higher Education are encouraging inter-institutional cooperation; and documents like the Master Plan—if implemented correctly—form a basis for growth. But the fact remains that city and state are still slow in aiding church-related colleges. Pennsylvania's outstanding history of private higher education is clear evidence that diversity is a positive good in American academic life. But the continuing and almost wrong-headed neglect of one important sector—the church related college—jeopardizes the continued progress of Pennsylvania's total effort. Even helpful outside groups like Citizens for Educational Freedom have failed to transmit the message that private colleges perform a public service, and at far less cost to the *public* than would new public facilities.

LA SALLE: There have been many gloomy predictions for the future of private colleges—particularly church-related schools. How do you assess their position *vis-a-vis* the growth of state supported schools?

BROTHER BERNIAN: The most immediate danger from this situation, assuming continued lack of public support, is that the private church-related college might have to abandon the specific goals which give it its reason for existence. A college with a rapidly declining student profile and a come-one-come-all attitude would be one of declining morale and diminishing academic achievement. The goals of excellence and service built up over generations are fully appropriate to collegiate education in a Church setting, especially when a high degree of relevance to timely problems is also encouraged. But these goals cannot be achieved in a climate of financial desperation. Certain basics are clear; tuition in church-related schools cannot go higher indefinitely. Yet the operating budget must be in the black. Thus, new sources of income must be found. With all its annual uncertainties, federal and state support must loom large among these sources.

If no major new sources of income can be found, the continuance of church-related colleges is genuinely problematic. It would be rash—and a bit sensational—to hazard a period of years during which most such colleges would phase out; but most young alumni would certainly live to see it happen.

LA SALLE: In your opinion, Brother, can church-related colleges like La Salle survive the burden of future spiraling costs and subsequent higher tuition without giant doses of state funds?

BROTHER BERNIAN: I think my previous answers have largely covered this matter. We could not survive as a first-rate institution. We have to hope that, soon, a farsighted state legis-

lature and governor will have the imagination and courage—especially courage—to initiate aid and strengthen a balanced dual system of private (including church-related) colleges and public institutions. Until now, I am afraid we are in the grip of bias and fear.

LA SALLE: May we have your *personal* views on the best solution to the Commonwealth's long-range problems in higher education? Can the public and private institutions "co-exist" and equally prosper?

BROTHER BERNIAN: Yes, I believe that the public and private institutions can co-exist and prosper. However, much will depend on the implementation of a state Master Plan, and on the effect which constitutional revision may have on aid to church-related institutions.

We at La Salle are working very closely with our sister institutions to try to make our position clear on this matter. We seem to be up against a whole construct of doubts and fears, which can be dispelled only by a massive effort to communicate with our fellow Pennsylvanians. One component of our "message" certainly is that our colleges are fully academic, and that—as such—they perform the *public* service of educating citizens. We have come out of the strictly proselytizing period so completely as almost to alarm our older constituents, but that news has yet to spread where it can help. Why it is taking so long is one of life's really perplexing mysteries.

LA SALLE: What is the most vital role to be played by La Salle alumni in the years ahead?

BROTHER BERNIAN: The devoted alumnus today can almost name his brand of involvement. Not only financial support—though this dimension is not about to decrease in importance—but assistance in academic and other professional areas is greatly on the rise. Alumni now help in student recruitment, especially in the strictly academic area. Some are involved, especially from a professional viewpoint, in course planning and in guest lectures to the students. Financial consultantship by alumni can be expected to grow significantly.

The strictly monetary brand of alumni support is still vital in two ways, in itself and as the basis for other aid. An institution that cannot rally its own alumni to its financial assistance is in a poor position to ask aid from others. The old reasons: young alumni with growing families and high mortgages, will not last forever; and the passing of time is making them a little threadbare when the college approaches foundations and government agencies.

It is worth mentioning, in this connection, that every improvement in the college today and tomorrow, enhances every degree granted yesterday and yesteryear. I occasionally meet alumni from the days of rapid expansion who haven't

Today's students mirror the nation to a greater degree than

forgiven La Salle for one or two dull courses and a temporary building or two. Such men are cordially invited back to see that we haven't stood still, and that we still have much to accomplish.

LA SALLE: There is much being written and said of 'student activism' on the college campus today. Do you see it as a positive or negative development in higher education?

BROTHER BERNIAN: Students mirror the nation to a greater degree than they think. Just as young people everywhere are prone to writing off the older generation, in terms that imply universal untrustworthiness, pragmatism, and apathy in all of us, so are students ready to construct a self-contained, allegedly idealistic culture of their own.

A social phenomenon of this kind has troublesome aspects on campus. At the most basic level, demonstrations—even the most orderly—can be organized by selfless, dedicated students; but they are not capable of controlling their own constituents, some of whom inevitably are crowd-cowards of the old school, who opportunistically use their idealistic classmates. Secondly, the adults (I guess we should say *older* adults, since the students are of an age to die for us) resent the spurning of their traditional role as bringers of wisdom and perspective into campus life. Lord knows we worked hard enough to be able to make our contribution; and it is irksome to be considered irrelevant. But we can be fairly sure that the passage of time will vindicate our usefulness.

There is certainly a large kernel of truth in the students' vision of helpfulness to their fellow man. I do not think that many have pruned away everything negative and destructive from their vision, nor do I feel that all have thought their way through to the consequences of some sweeping statements. Recognition of responsibility has not kept pace with demand for rights. Still, the total picture is a hopeful one, for its main components are positive and admirable.

LA SALLE: How do you compare the La Salle student of 1968 with that of a decade ago, when you were a student affairs administrator?

BROTHER BERNIAN: Supplementing what I said in answer to the last question, I would mention that the student body insists that there is more to be developed in the human personality than the rational faculties, indeed that some redefinition of human personality is required. The student wants knowledge and skills that will help him transform social and institutional structures which he considers unjust and inadequate. He is fairly sure that he will be the first to try, since—so far as he is willing to see—elders have made little such effort. The student increasingly rejects authority, which he believes contributes little to the successful outcome of the learning adventure. He has broader interests than his counterpart of a decade ago, and—at least in some instances—he is more involved (or talks as if he will get around to being more involved). He is more candid, less circumspect. He is brighter and—though often in secret—more studious. There are rumors and alarms about his moral life and doctrinal adherence; but in the universal absence of data I do not presume to compare him in this realm to his predecessors. It is certainly true, however, that whatever he believes and observes,

he does so freely, and to please only Christ as personally known.

LA SALLE: How do you now feel about the decision some years ago to curtail enrollment, which (if increased) would be (or could be) another means of meeting increased costs?

BROTHER BERNIAN: I concurred in that policy at the time and I rejoice in it now. We did not actually "curtail" admission, in the sense of reducing them at any time; but we did control the growth rate in the interest of excellence. It is further noteworthy that growth in numbers does not automatically reduce costs. For every promising wave of technological improvement in education (which could conceivably reduce per-capita cost) a corresponding pressure to reduce faculty-student ratios is sure to follow. Our growth rate has allowed diversifying offerings and organic structuring of departmental specialties without putting us in a crash-hiring situation or causing the student profile to decline.

In this connection, by the way, it is well to note that our use of facilities in both day and evening divisions is close to 100% for many hours of the day. Thus, unchecked growth of the student body was never a practical possibility.

LA SALLE: La Salle's athletic program, particularly in basketball and soccer, has had its disappointments over the past few years. Do you foresee any lessening of effort toward excellence in these sports?

In the ideal situation, the players on a team should be able to disregard completely the won-lost record of the team. They should be coached or taught as well as possible, and should play their reasonable best. The sport should be for the moral and physical development of the players and should provide a wholesome diversion for spectators. Its recreational and educational values, in the deepest sense of those terms, should be its real values.

But we live in a real world, in this respect, as in so many others, far from the ideal. The fact of winning is important, and will continue to be so, both to participants and to spectators. The college student body identifies itself with the team, and desires victory. In this situation, frequent losses or a consistently poor team damage spirit and loyalty, which in the practical order, are elements in the academic life of a college which cannot be rationalized out of existence. The loyalty of the alumni is similarly affected, and the interest of a school's graduates in that school, regrettable as this may be, is definitely affected by a winning team. Whether or not a team should be so important a symbol of the college in the abstract order, in reality it is such a symbol at present. Satisfaction on the part of the college with mediocrity in athletics is often misconstrued as satisfaction with mediocrity in cultural and even academic matters. Thus, the dedication of the college to excellence, at the present time, must extend to the athletic program as well as to its other programs—though, of course, to nothing like the same extent. No college or course, wants to be known as a "Basketball School" or a "Football School"; but, in our present very real world, no college can deny that there are real values, both to itself and its community, in a sense and wholesome program of intercollegiate athletic competition.

y think

There is, to be sure, some question whether today's students' on teams and in the general student body, can ever enjoy the attitude toward collegiate sports that marked simpler times. But the evidence of this trend is not yet conclusive enough to make me abandon the philosophy stated above, which has guided me during my years in student affairs and as president.

LA SALLE: In the near future, La Salle will reorganize its Board of Managers to include a majority of laymen. How do you feel this change will (or may) affect the future of the College?

BROTHER BERNIAN: I think the recently-voted expansion of the board of trustees will help that body to fulfill its function more effectively during the challenging years ahead. The board helps the college by bringing expertise and experience, gained in their various professions, to bear upon the long-range problems of the institution. One cannot observe very many short range effects of the board's decision in the daily life of the school. Rather, such long term benefits as a growing sense of its role in the community can be expected from the expansion of the board.

La Salle has always had a substantial proportion of its board composed of laymen. The present move—to a majority of eleven on a board of eighteen members—is not a radical departure from the college's traditions, but an organic development from long-standing policy.

LA SALLE: In summary, how do you evaluate La Salle's immediate future?

BROTHER BERNIAN: I think the idea of graduate programs has been rather fully dealt with in earlier portions of this dialogue. There are excellent institutions in our area which already meet this need; and we have moved into such work in the one area where the demand can clearly not be met elsewhere, religious education. The challenge of excellence on the undergraduate level is quite sufficient (think only of library resources, for a starter) for the foreseeable future.

The same concept of meeting needs governs our thinking about day school co-education. A wide variety of institutions now serve the young ladies of the area, so that there is real question whether *in the day school* we would be meeting a real need, or needlessly duplicating services. This is not a closed question, but I would not predict any radical change soon.

LA SALLE: What do you consider to be La Salle's greatest assets for the challenges that lie ahead?

BROTHER BERNIAN: Our greatest asset is undoubtedly the persons who have made a permanent commitment to the college, that solid core of the faculty whose academic career is closely identified with La Salle. How important this factor is can be seen when one considers that the general state of the academic profession is that of loyalty to a subject or discipline rather than to any one institution.

Within this general statement, it should be observed that the Baltimore District of the Christian Brothers has made a firm commitment to the academic and professional excellence of the men assigned here. In addition to the credentials of those now at La Salle, twelve additional men are now in



doctoral programs preparatory to eventual assignment to the college. Moreover, a spirit of unity exists among the Brothers, the religious and diocesan priests, and the lay men and women of the faculty. Firm commitment to the growth of La Salle is not by any means the monopoly of any one component group.

Another asset is certainly the courage to venture, in the academic realm and in all supportive areas of the college. Such venturing is done in the light of a honest self-study, and in the structure of a serious ten-year projection.

Like many individual persons today, the college is taken up a dual search: to become the "person" it wants to be, while at the same time seeking means to be faithful to its emerging sense of identity. This identity is now clearly four-fold: a Catholic college; a Christian Brothers' college; a city college; and a multi purpose college. These four aspects stimulate effort but not complacency; for not one of them is static, and in fact each of them poses more questions than it puts to rest. Thus, while we are not adrift, we are certainly not in drydock. ■

The Solid Gold Orchestra

ATTENDING Philadelphia Orchestra concerts for a music appreciation course is like taking driver training in a Rolls Royce on the Indianapolis Speedway.

La Salle, unaccustomed as it may be to a Rolls Royce, nevertheless has initiated a music appreciation course which has as its primary subject matter the concerts of the Philadelphia Orchestra.

Under the aegis of La Salle's Honors program, directed by Brother Patrick Ellis, F.S.C., Ph.D., the course was begun during the fall semester under a grant received from the Presser Foundation. The grant defrays costs of the weekly concerts, which are attended by each of the 15 students enrolled.

The course is conducted jointly by George K. Diehl, assistant professor of music at La Salle, and William Smith, assistant conductor of the orchestra. Each on alternate weeks gives lectures before and after the concert at the Academy of Music.

Actually, the course was conceived by Brother Patrick and several honors program students during the last spring semester. The students represent a variety of major areas of study.

The lectures that precede each concert include an historical and aesthetic evaluation of the pieces that are scheduled for that week's Friday afternoon concert. The discussions which follow each concert, however, range widely from technical

considerations of performance to allusion to the Beatles and psychedelic folk rock groups, and their relation (if any) to works by some modern composers.

At a recent post-concert lecture, which dealt with works by Eugene Zador and Bela Bartok, Assistant Conductor Smith on the one hand rejected the Festival Overture by the contemporary Zador as having "no right to be on the Philadelphia Orchestra program," and praised Bartok's Concerto No. 2 for Violin and Orchestra as a work "all young students of writing the concerto should study."

In response to student queries about new electronic music now produced in some quarters, Smith rejected the efforts



Like taking driver training in a Rolls Royce



Assistant Conductor Smith holds a post-concert discussion.

as "fringe music-experimentation at best. It is simply an exploratory gathering of auditory material. Unless you're privy to their secrets, the composers seem to be saying, simply 'to hell with you.'"

"I don't want my music from a computer," Smith added. "I'll take it from an instrument, with all of its inaccuracies. It must be ordered by a human being. The world of science discriminates between experimentation and solid work, but we in music seem to be all befuddled by the difference between experimentation and true art."

Smith called the Beatles' work "enjoyable but peripheral and too fleeting, because the fashions change too frequently. A man named Stan Kenton began what he called progressive jazz 15 years ago. How many know him today? He probably won't be remembered at all 10 years from now."

Smith and Diehl are enthusiastic about the course, and with Brother Patrick are hopeful that the program will be renewed

next year.

"The course is worthwhile just to make contact with the keen minds of these young men," Smith said. "Of course, I learn something too."

"We are very pleased with the course, particularly because we are able to use Philadelphia's cultural resources in a new and unique way," Brother Patrick stated. "A further dimension of the educational experience for the students is the nature of their 'homework.' Each is responsible for a searching term paper or a 'term tape,' exploring a topic chosen in consultation with the instructor. This use of electronically-aided follow-up allows a bit of experimentation without sacrificing solid academic values."

"In being made to think and talk about their musical experiences," Diehl remarks, "the students are gaining an awareness of artistic values which they could not acquire as directly and as immediately in any other way."

The students themselves also seem to be unequivocal in praise of the experiment.

"Just talking to Mr. Smith, I've learned many new ways to approach music," says senior Paul Tim. "It gives one insights he never had before. More courses should be taught this way."

Senior Thomas Smith, editor of La Salle's weekly student newspaper, contends that "the best part of the course is its immediacy to the primary material (the music). It's like reading *Faust* in German, rather than in English."

Or like driver training in a Rolls Royce?

Tuition Hike in '68

SPIRALING costs will cause the college to increase its tuition in 1968, it was announced by Brother Daniel Bernian, F.S.C., president.

Tuition will be raised to \$1350 for arts and business students and \$1450 for science program students in La Salle's day division. Current costs are \$1150 and \$1250, respectively. Evening college tuition, now at \$27 per credit hour, will be increased to \$30. All increases are effective in September, 1968. La Salle last raised day school tuition in September, 1967.

"It is unnecessary," Brother Daniel wrote in a letter to the college's 6,500 day and evening students, "to mention the daily fact of inflation to the typical American family. What may not be known is that an even more rapid spiral of increasing costs has now seriously begun to affect private institutions of higher learning like La Salle."

"La Salle is moving steadily forward to higher quality education," he continued. "Progress in the near future is going to mean a new classroom building to replace several buildings rapidly becoming obsolete; a physical education building; eventually, an extension of the library . . . Progress will also mean improved programs for faculty and students and, particularly, increased attention to personalized attention to the individual student."

"I can only add," Brother Daniel concluded, "that the college will continue its efforts to increase state scholarship funds for students (presently some 12% of our students receive such funds), and that the financial aid office will stand ready to devise plans for longer-range financing of tuition with whatever grants, loans and jobs that can be made available."

Fail Safe

LA SALLE HAS adopted a limited pass-fail course option for all La Salle students effective this September.

The experimental program will apply



Wilson Scholars, from left are (front row): Kling; Smith; Tiedeken; Kusick; (back row) Sullivan; Witt; Van Buskirk and Kosic

only to students enrolled in freely elective courses, according to Brother Daniel Burke, F.S.C., Ph.D., vice president for academic affairs.

There will be no restrictions placed upon participation and the option will be open to all students regardless of academic standing, Brother Burke said. Neither pass or fail grades will affect the student's academic record.

Similar plans, which are usually initiated to de-emphasize the importance of grades and diminish reluctance to take courses in unfamiliar subject areas, have recently been instituted at several colleges and universities, among them Yale, Brown, Lafayette and the City College of New York.

"While grades are intended as a measure rather than a goal," Brother Burke stated, "it is clear that often this system is counterproductive, with the pursuit of grades interfering with the pursuit of learning."

Professors will not necessarily know which students have chosen the option and will continue to mark on an A-D basis, Brother Burke said. The grades will then be altered to a pass-fail status by the registrar, he added.

Wilson Scholars

FIVE LA SALLE students, one from the evening college, were among the 1,124 seniors designated by the Woodrow Wilson Fellowship Foundation as "among the best college teacher prospects in the nation."

The designates, plus three seniors who received honorable mention, represent the largest number of La Salle students ever chosen for the honor.

In the Foundation's Region Four, which includes all colleges and universities in Pennsylvania and New Jersey, only Princeton, Swarthmore, Bryn Mawr and the University of Pennsylvania had as many or more winners than La Salle.

Selection of the evening division student, which the Foundation calls "rare, but not unheard of," is believed to be the first for a Philadelphia college or university. Vincent R. Kling, Jr., an English Major, is the evening student awardee.

Other La Salle winners and their major subjects are Thomas J. Smith, English; William M. Sullivan, philosophy; Richard Tiedeken, English, and Thomas P. Witt, history. Honorable mention recipients are: Robert V. Koziol, English; William

R. Van Buskirk, English, and Harry F. Kusick, economics.

The Foundation this year began a new program through which graduate school deans are notified of the designates' names with the Foundation's recommendation that all "are worthy of financial support in graduate school." Previously, with funds from the Ford Foundation totaling some \$52 million, the Wilson Foundation made direct grants to some 1000 U.S. and Canadian students.

This year's recipients represent some 309 colleges and universities and were selected from among more than 11,682 students who had been nominated by their college professors.

Kling, 25, is an employee of the Xerox Corporation during the day. He is a 1960 graduate of Roman Catholic High School and an Army veteran (1961-63), who served in Germany. Upon completing his five year's of evening studies this summer he plans graduate work at either Princeton or Hunter College.

Smith is a 1964 graduate of Northeast High School and plans graduate studies at Princeton or the University of Pennsylvania. Sullivan is a 1963 alumnus of La Salle High School and intends graduate

continued page 2

Jim Harding: Our Winter of Discontent (20-8)

A FUNNY THING happened to Jim Harding on his way to the best La Salle season record in basketball since 1955.

In his first year as coach of the court Explorers, Harding led the distinction of leading his team to a 20-8 log and its best NCAA tournament since the Golden Age of Gola.

Sadly, however, he also received the worst press of any basketball coach in La Salle history, the worst in Big Five finals—perhaps a new NCAA record for evoking the ire of sports scribes.

It would be grand if we could now smugly point to Harding's record on the court as delicious evidence that his journalistic (and other) critics were pre-mature, altogether too harsh, and otherwise ill advised.

Alas, however, such is not the case, for Philadelphia *Inquirer* sportswriter Frank Dolson and his critical colleagues—the *Inquirer's* Sandy Padwe and Bill Conlin of the *Daily News*, were not entirely wrong—albeit unjust in involving all La Salle people and even all Big Five coaches at one point, in their wrath against Harding's athletic philosophy, as inferred from his off-court statements.

Harding had neither the right nor the reason to threaten his players with revocation of scholarships if they failed to measure up to his spartan standards of ability and effort on the court. And the ever-convenient excuse of statements made in anger and frustration after a loss cannot be invoked in this instance: two sportswriters at the Boston Garden when the statements were made last December gave Harding the chance to retract the statements; both were refused, although he told the players privately that his threats were only that.

La Salle ears burned while Harding fiddled his way toward a better record than any coach since Ken Loeffler. What is more important, however, is that apparently no one advised Harding in the interim that his public comments should not be contrary to college policy—although Athletic Director James J. Henry did tell Harding that revoking scholarships for poor performance was strictly forbidden.

The second act of the Jim Harding drama unfolded when it was learned that basketball player, Francis M. Scott, had his scholarship revoked after he quit the team to protest Harding's hard-nosed philosophy and what Scott called "abusive language" during practice sessions. The NCAA rule interpretation under which the scholarship was taken was issued only last year and even the NCAA admits it is vague, at best. The key segment reads as follows:

Constitution 3-2 (c). If, on his application, a student stated his intention to engage in intercollegiate athletics but then, without justifiable reason, he failed to report or engage in any activity associated with athletics, this would also be grounds for instituting the stated procedure (revocation of scholarship).

The key words here, as interpreted by the athletic committee, were "... failed to report or engage in ..." Moreover, the committee did not make the interpretation at the time Scott quit the team—as erroneously reported in the press—but last June, shortly after the NCAA released the interpretation.

Scott, a junior from Roebling, N.J., is a genuinely sensi-

tive lad and one has no reason to doubt the sincerity of his complaints. However, it is fair to ask why other members of the team were not similarly offended and, parenthetically, where is the coach who has not been known to turn a blue phrase in desperation?

Dolson, Padwe and Conlin have certainly visited enough locker rooms and practice sessions to know this, but their columns depicted Harding as a foul-mouthed ogre. They also knew that it was quite possible that La Salle honestly misinterpreted the NCAA rule under which Scott's scholarship was withdrawn, but in their columns they placed the stigma upon the college—in two instances calling La Salle an "outlaw" school for athletes. In addition, before the winter of discontent had ended, each of the writers knew that the college's athletic policy committee had screened the applicants for the coaching job and found Harding the possessor of high recommendations and most capable. But they wrote that La Salle's selection of Harding could only be indicative of a "win at any cost" philosophy.

But La Salle was certainly not without blame in the unsavory episode. Essentially, the athletic policy committee cannot be faulted in selecting Harding as coach, since they did tell him before the fact that La Salle gives only four-year grants and that Harding could only recommend the recipients. However, since the NCAA rule interpretation invoked for Scott was nebulous at best, it is now evident that it was a serious error not to have sought *prior* approval directly from the NCAA, rather than rely upon a vague statement from the ECAC and then learn from the NCAA that the scholarship had to be restored.

The third act of what now resembled a marathon Greek tragedy entailed Athletic Director Henry's invitation to the NCAA to visit the campus for a complete review of the athletic program and, later, the appointment by Brother Bernian, F.S.C., president, of a special faculty committee to assess the situation.

An NCAA representative visited the campus late in February and, although officially non-committal, he expressed concern about one aspect of the grant-in-aid program—failure to provide written statements of the conditions of grants prior to matriculation. Also, it can be presumed that the NCAA was obviously not pleased by revocation of Scott's scholarship.

Art Bergstrom, chairman of the NCAA's infractions committee, in late March told LA SALLE that he could not comment on the La Salle investigation, but added that "the inquiry will undergo the regular procedure for alleged infractions. No report can be made by the Committee on Infractions until the NCAA Council meets in October."

The special faculty committee, which was recommended to Brother Bernian by the standing athletic policy committee, held its initial meeting in March and called for a full review of all aspects of the athletic program.

In summary, one can only conclude that many facets of Harding's basketball philosophy in particular, and La Salle's athletic program, in general, have merited the concern of students, alumni, and faculty.

R.W.H.

work at Northwestern University. Tiedeken is a 1964 La Salle High graduate who plans graduate work at Harvard, Columbia or Cornell. Witt graduated from Pittsburgh's Central Catholic High and plans graduate work at Rutgers University.

Rites of Spring

THE COED enrollment at La Salle, an all-male college until its evening division admitted women last year, soared to some 10% of the evening student body this spring, according to Brother Emery Mollenhauer, F.S.C., Ph.D., evening dean.

La Salle's day college began spring semester classes with an enrollment of more than 3200 students.

The evening division, the first evening college to be accredited by the Commonwealth to grant degrees after its founding in 1946, expected some 250 new students to enlarge total enrollment to 3012 for the spring semester.

Several new courses were to be offered by both the day and evening schools. Among them are new evening courses in European History, 1100-1500; Child and Adolescent Psychology; Criminology, and a new in-service course in the Principles of Economics.

New day division course offerings are Galactic Structure; Meteorology; Music of the Classical Period; Contemporary Music; Soviet Russian Literature; Milton; Scientific German Prose; Non-Western Political Systems; Phenomenology and Existentialism, and Counseling Theories and Principles for Teachers.

La Salle's honors program, directed by Brother Patrick Ellis, F.S.C., Ph.D., offers several experimental programs. Among them are a course in graphics, which includes study of works in the Alverthorpe Collection of Dr. Lessing Rosenwald; two distinguished visiting professors, Dr. Samuel Hynes, of Swarthmore, and Benjamin Schleifer, of Chestnut Hill, who conduct an independent study course in the works of James Joyce, and "The City of God and the Secular City: Augustine to Harvey Cox," a course conducted by anthropologist John Mulloy.

Brother Robert Doran, F.S.C., dean of arts and sciences, announced that a second section had been added to a course for the spring semester in "The Development of Jewish Religious Thought," a course taught by Rabbi Bernard Frank of Beth Or Congregation in Mt. Airy, under the auspices of the Jewish Chatauqua Society.

Brother Robert also announced that La Salle's cooperative program with Chestnut Hill College was to be enlarged during the spring semester. Last semester, several

La Salle students studied music at Chestnut Hill, while seven students from the girls' college took Russian Courses at La Salle.

Up, Up, and Away

A RECORD number of four tours will be sponsored this summer under the auspices of the Alumni Association and the College Union.

This year's odysseys will include trips to Hawaii (June 15-28), Scandinavia (July 11-29), Europe (July 2-29), and the Bahama Islands (Aug. 11-18).

The Hawaiian tour, which includes visits to San Francisco and Las Vegas, will include six days in Honolulu. Cost is \$599 per person. The Scandinavian trip includes visits to Bergen, Oslo, Stockholm and Copenhagen. Cost is \$890. The Bahaman tour entails seven days on the Island. Cost is \$230.

The European tour, at 19 days the longest of the summer, includes stops at Frankfurt, Heidelberg, Mannheim, Amsterdam, London, Paris, Rome, Vienna, Zurich and Lucerne. Cost is \$840.

All La Salle alumni, members of their immediate families, and members of the College Union are eligible for the tours. Prices in all cases include round-trip jet fare, hotel accommodations, continental breakfast and dinner at hotels, and sight-seeing and land transportation. Single room supplements (for those traveling alone) range from \$28 to \$102 per person. Interested persons should contact the office of the College Union Director (VI 8-8300, X281).

MacLeod's 'Business'

THE MASQUE will present the Broadway hit, "How to Succeed in Business Without Really Trying," as its spring musical production opening April 26.

Directed by Sidney MacLeod, the show will continue each evening through May 5. Performances are at 8:30 P.M., except 7 P.M. Sunday, in the College Union Theatre on the campus.

Princeton Grants

THREE La Salle students have been selected for participation in Princeton University's summer work program in Germany for 1968.

The students are Frank DiGilio, a senior German major; Charles P. Lutcavage, a sophomore who plans to major in German, and Walter J. Tilger, a junior economics major.

This is the third year that La Salle has participated in the Princeton program, which each summer places U.S. college students in jobs for German industry and

residences with German families.

Seven La Salle students have previously taken part in the program, which is under the aegis of Dr. Konrad Schaum, of Princeton's department of Germanic languages.

Wake Up 'Whitey,' McKissick Warns

"THE PROBLEM of flaming cities and riot depends on whether the black man will ultimately be included as a participant in the Constitution of the country," a black power advocate told a La Salle audience this winter.

Floyd McKissick, national chairman of the Congress of Racial Equality (CORE), gave his remarks to an overflow audience of more than 400 La Salle students and faculty in the College Union Building on the campus. The talk was part of the College's continuing concert and lecture series held throughout each academic year.

"Black people are no longer going to be relegated to the depths of our society," McKissick said. "White people will have to wake-up and see the positive aspects of the black power movement. Black power is pretty much the last clear chance to solve our problems. This country is head



McKissick at La Salle press conference



Some 50 students demonstrated against a Dow Chemical visit to the campus earlier this year.

g for genocide if the white man doesn't
ake-up."

A question from the largely sympathetic
ndience asked if McKissick anticipated
cial violence this summer. He replied by
king, "What has been done since last
ummer? If anything, conditions in the
g cities are worse. White people seem to
ve decided they're just concerned with
ontrolling black people, not helping
em."

"The Mayor of Philadelphia, compared
ith your chief of police (Rizzo), is cer-
nly trying to do something," he added.
But jobs and housing aren't the only an-
wer, and neither is education. The real
eed is for education of white people.
lack people need training for jobs, but
s the racists who need education. White
ople are trying to put band aids on
kes."

McKissick received several derisive
alls from the audience when he referred
the Vietnam war as "an indication of
oral decay in America. We're killing
ose little Vietnamese just because they
on't think the way we do. We're afraid
ey'll become friends with China."

B.J.'s 'Unloveability'

The following analysis by Mr. Vanocur
presented as a possible insight into

President Johnson's recent decision not to
seek renomination.

PRESIDENT JOHNSON's biggest problem in
winning the election, this fall "will proba-
bly be the problem of himself, as a per-
son," a prominent TV news analyst told a
La Salle audience this winter.

Sandor Vanocur, former NBC-TV
Washington correspondent who now holds
that post on the network's "Today" show,
discussed the election and a wide range of

U.S. domestic problems before a capacity
audience of students and faculty in the
College Union Theatre.

"President Johnson is a captive and a
child of the New Deal, which is no longer
applicable to our present problems," Van-
ocur contended. "But the President's big-
gest problem will be the problem of him-
self, as a person."

"The American people have a way of
giving a President the benefit of the doubt

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Vanocur: 'best GOP chance yet'

—even in blunders—but Lyndon Johnson's factor of what I call 'unloveability' will be his biggest problem," Vanocur asserted.

"President Johnson apparently fails to see a growing doubt that the affluence he cites has not brought the happiness we thought it would," Vanocur said. "There is a marked boredom of political clichés . . . the people are intensely skeptical. What politicians talk about doesn't square with what the people *know* is important."

"It could be," the news analyst stated. "That for the first time in 36 years the Democratic Party's candidate will be conservative, while the Republican—if it's Rockefeller—is liberal. But the odds now seem to favor Richard Nixon getting the G.O.P. nomination."

"Although a two-time loser, it isn't realistic to count Nixon out," he added. "But he may find his chief opposition comes from the backers of California Governor Ronald Reagan. You can't underestimate Reagan's influence; many people in California did and were sorry."

Vanocur added that "anybody who underestimates (former Alabama) Governor George Wallace is just a fool. He's not just some loud red neck—he's a charming man, a really remarkable man. And I'm not so sure he'll only hurt the Republican candidate in the South. Wallace appeals to many whites in northern areas affected by Negro militants with his appeals for law and order."

The speaker added that "... never will G.O.P. chances for victory be so good for many years to come."

'Fair Lady' for '68

LA SALLE'S summer Music Theatre '68 will open its seventh season with the Lerner and Loewe Musical, "My Fair Lady," the all-time Broadway hit, on Friday, July 5.

The musical comedy classic will continue for 32 performances, followed by "Kiss Me Kate," Aug. 16 through Sept. 8. Performances in the air conditioned College Union Theatre are at 8:30 P.M. Tuesday through Friday, at 6 and 9:30 P.M. (two shows) Saturday, and at 7 P.M. Sunday. No performance is given Monday evening.

Last season, Music Theatre '67 received critical and audience plaudits as some 21,000 persons attended productions of "The Music Man" and "110 in the Shade." More than 110,000 patrons have attended La Salle productions since the unique theatre's inception in 1962.

Managing Director Dan Rodden's 1968

staff will include veteran staff members: Sidney MacLeod, technical director; Gerard Leahy, who will design sets and costumes, and musical director Anthony Meoli. Joining the company for their first season will be choreographers Mary Woods Kelly and Robert Wilson. Peter E. Doyle will be assistant managing director and Walter Rossi will be responsible for theatre parties and subscriptions.

Earlier this year, the Theatre received a \$2,500 grant from the Philadelphia Foundation, directed by Sidney N. Repplier.

The grant will be used to enlarge the theatre's program with handicapped and culturally deprived children, according to Rodden.

Some 1500 youngsters are expected to attend performances of the Music Theatre this year, Rodden said. Last year, La Salle performances were opened to more than 1000 children.

Ji Hu Mei Ren Dou Du ...



CLASS NOTES

0 JOHN J. DEVER died suddenly on December 1967. He was a member of the Century Club, the father of John J. Dever, Jr., '57, and father-in-law of Gerald P. Ginley, Esq.

'36 J. A. RIDER has been elected financial director of Alfred Teves of Frankford, Germany. The firm, which manufactures hydraulic brakes and hydraulic systems, was recently acquired by International Telephone and Telegraph Corp. Rider was vice president and comptroller of ITT's wire and cable division.

8 R. WILLIAM C. FAUNCE, assistant pastor of St. Bernadette's Church, Drexel Hill, took part in a wedding ceremony at the Episcopal Church of St. Alban, Roxborough, this winter. It was one of three marriages between Protestant and Catholic partners in which Catholic priests took part that day.

'40 J. A. GRADY, popular radio and TV personality in the Philadelphia area, was recently appointed Heart Sunday Chairman.

5 THOMAS C. BROWN, JR. received his doctor of education degree from Loyola University in December. Dr. LEO E. CONNOR has been named the superintendent of the Lexington School for the Deaf in Jackson Heights, N.Y.

'49 ALTER BROUGH, a Hollywood TV scripter who this season wrote plots for CBS's "Mannix" series, is working on scripts for a new western program, "The Outcasts,"

scheduled for debut this fall. CHARLES W. SCARPA has been appointed deputy chief of the office of contract compliance, Defense Contract Administration Services Region in Philadelphia.

'51

HAMILTON
W. MOOREHEAD



LAWRENCE J. BUR has been named marketing director of the W. B. Doner & Co., advertising agency. He had formerly held the same position with Van Sant, Dugdale & Co., Inc., HAMILTON W. MOOREHEAD has been named manager of private brand petroleum sales, B. F. Goodrich Tire Co., Akron, O.

'52

CHARLES (BUDDY) DONNELLY, former La Salle College basketball player, was recently named coach of the Wilmington Blue Bombers of the Eastern Basketball League. Major JOSEPH F. GOLJASH died early this year. Air Force Major JOSEPH MARTIN, navigator, took part in a 10,000-mile airlift of 101st Airborne Division units to Vietnam — the largest and longest aerial deployment in history. EDWARD J. VASOLI has announced the formation of a new electrical contracting firm, Vasoli Electric Co., Inc., Glenside, Pa.

'53

The 15th anniversary reunion of the Class of 1953 will be held on Saturday, May 4 in the College Union Ballroom. Cocktails will be served at 7:00 p.m. and dinner at 8:00 p.m. Tickets are \$20.00 per couple and may be secured by contacting the Alumni Office. Make checks payable to: JOSEPH F. FRICKER and send them to him to this address: 272 Westpark Lane, Clifton Hts., Pa.

'54

Brother WILLIAM QUAINANCE, F.S.C., recently received his doctor of education degree from Temple University. THOMAS G. SOTTILE, former assistant basketball coach at Niagara University, was elected to City Council in Niagara Falls, N.Y. ANTHONY E. VALERIO was awarded the professional designation of Chartered Life Underwriter by the American College of Life Underwriters. *Birth:* to ROBERT SCHAEFFER and wife, Celeste, their third child, Paul Damian.

'56

HARRY L. FRIEL



HARRY L. FRIEL has been named district sales manager at Hartford, Conn., by Hallmark Cards, Inc. Dr. JOSEPH P. O'GRADY, associate professor of history at La Salle, was editor of

The Immigrants' Influence On Wilson's Peace Policies, a book published by the University of Kentucky Press this winter. The book is a series of 11 essays on the topic. *Birth*: To JOHN J. LOMBARD, JR., and wife Barbara, a daughter.

'57

HENRY W. DE LUCA, JR., has been promoted to assistant vice president of Continental Bank & Trust Co., Norristown, Pa. JOHN R. GALLOWAY, Esq., has been named an assistant U. S. Attorney for the eastern Pa. district. DONALD A. MURRAY, formerly a senior personnel advisor, has been named to the newly created post of manager of professional recruitment in the Atlantic Division, Atlantic Richfield Co. in Philadelphia. *Birth*: To JOHN J. DEVER, JR. and wife, Patricia their third child, second son, Joseph Gregory.



DONALD A. MURRAY

'58

The 10th Anniversary Reunion of the Class of 1958 will be held on Saturday, May 11 in the College Union Ballroom. Cocktails will be served at 7 p.m. and dinner at 8 p.m. Chairman is ROBERT MORRO; treasurer, JOSEPH PANCHELLA, JOHN B. and EUGENE KELLY are co-chairmen of the arrangements committee and GERALD LOESCH is program chairman. FRANK A. DUNN has assumed duties as visiting assistant professor of management science in the college of business and economics at Lehigh University. WILLIAM J. WEBER was recently promoted to district sales manager for the Carolina Freight Carriers Corp. in Philadelphia. *Marriage*: ROBERT J. BRAY, JR., to Susan Jane Higley. *Birth*: To JOHN J. MULLEN and wife Florence, a son, Sean James; to ROBERT MORRO and wife, Peggy, a daughter, Margaret.

'59

FRANK J. FRITZ has been appointed an assistant vice president in the personnel department of the Maryland National Bank in Baltimore. He had been a member of the executive staff of the First Pennsylvania Banking and Trust Company in Philadelphia. Dr. GEORGE P. LIARAKOS, an obstetrician and gynecologist in private practice, was among the 47 persons who became American citizens at a naturalization ceremony in Wilmington last December. ROBERT MYERS, a professor at Rider College, is the author of two plays, *Robbin's Nest* and *Jungle*, recently produced by the Academy Theatre. The two plays were part of a trilogy of original plays launched in a premier effort in this area last month. *Marriage*: JAMES J. BINNS to Mary Elizabeth Sweeney.

'60

Dr. CHARLES W. PINDZIAK has been appointed assistant medical examiner for Camden County, N. J. *Marriage*: JOSEPH G. SCHNEID-

ER to Corinne Julia Kissane. *Birth*: To RALPH W. HOWARD and wife, Evelyn, their fourth child, Janice.



Dr. CHARLES W. PINDZIAK

'61

JAMES P. MEEHAN



MAURICE E. ABBOTT has joined the Washington, D. C., branch office of the Maryland Life Insurance Company as a brokerage consultant. FRANCIS X. BRADY, a sportswriter for the Philadelphia *Bulletin*, received first place and honorable mention awards from the U. S. Basketball Writers Assoc. for 1966-67. He received first place honors for his column on the late Globetrotter "Goose" Tatum and honorable mention for a feature story on the Boston Celtics. Dr. EDWARD CERULLI has opened an office in Elizabethtown, N. J., to serve area residents in the practice of optometry. THOMAS GOETZ has received his Ph.D. degree from Syracuse University and is now teaching at State University College, Fredonia, N. Y. JOHN B. KELLY has joined the American Viscose Division of FMC Corporation as operations accountant for the industrial packaging department. JAMES P. MEEHAN, a sales representative in Los Angeles for John & Johnson's baby and proprietary division, was among outstanding sales-

men honored Dec. 4 at a division manager meeting and planning seminar in Fort Lauderdale, Fla. He was presented with an "Ideas Action" Award for creative selling techniques. *Birth*: To GERALD LAWRENCE and wife, Rita, a son.

'6

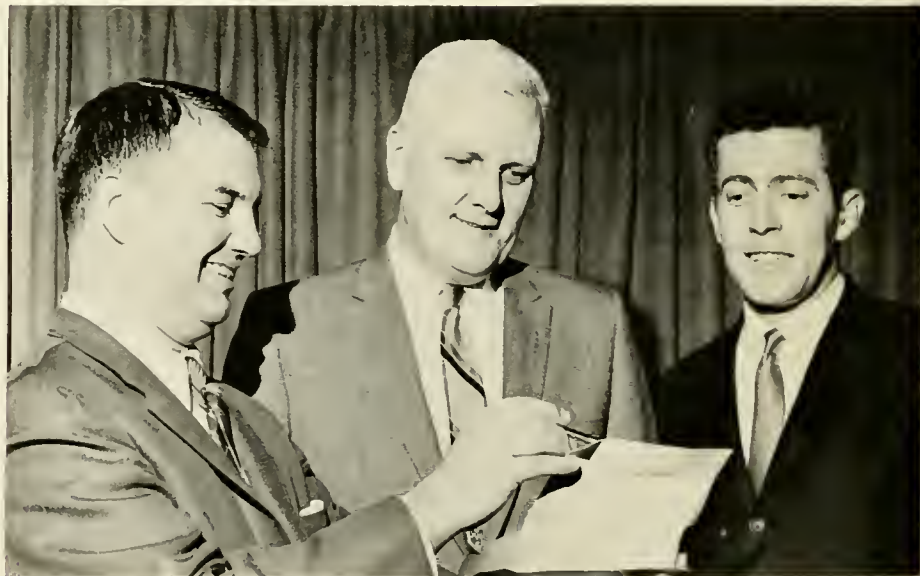
FRANCIS J. BILOVSKY, a sportswriter for the Philadelphia *Bulletin* received third place and honorable mention awards from the U. S. Basketball Writers Assoc. for 1966-67. He was cited as a third place winner for his story on a Penn-Princeton game and won honorable mention honors for a feature on Syracuse's Vaughn Harper. ROBERT F. FUMO has been awarded a master's degree in administration and supervision from New York University. JAMES J. PALLANTE has recently accepted a position as assistant coordinator of housing for Glassboro State College. Capt. FRANCIS X. GINDHART is now serving with U. S. Army Judge Advocate General's Corps in Quang Nhon, Vietnam.



JAMES J. PALLANTE

'63

ALFRED B. RUFF of the personnel department of Wyeth Company at Radnor, was promoted last month to the position of personnel search administrator. DONALD J. SLOWIC has been promoted to manager of development and quality control at Uniroyal, Inc. in Fairfield, N.J. He was formerly employed at the firm's Philadelphia plant. Capt. THOMAS M. SMITH, JR., has been awarded the German Army's 2nd armored Division Silver Medallion. *Birth*: To HOWARD G. BECK and wife, Ginger, a daughter, Amy Christine.



1968 Alumni Fund progress is discussed by (from left) Fund Chairman Joseph Gallagher, Alumni President Daniel Kane and Phillip Fister.



Alumni Fund trophies for advance giving and class solicitation were presented by Fund Chairman Joseph Gallagher (left) to John H. Veen and John Conboy (right). Speakers at the event were Dr. Roland Holroyd (second from left) and State Rep. Thomas Gola.

'64
RALD MAIER has recently been promoted project coordinator of the redevelopment authority of Philadelphia. HAROLD J. BLISS, having passed the Arizona Bar Examination given this past July, is now practicing in Phoenix. FRANCIS P. BRENNAN has been named employment supervisor at Owens-Corning Fiberglas Corp. in Barrington, N.J. Capt. ALAN L. BROWN has received the U. S. Air Force Commendation Medal at Niagara Falls, N.Y. Capt. Brown was decorated for meritorious service as a supply officer at Nakhon Phanom Royal Thai AFB, Thailand. CHARLES N. HUG, JR., is now associated with the firm of Francis I. Du Pont, investment brokers, as a registered representative. WILLIAM J. LAHR, III, has been named assistant controller of Al Paul Lefton Co., Inc. VINCENT J. PANCARI has joined the law firm of Halpin and Bailey, Philadelphia. E. BREW SIKORSKI has been promoted to assistant treasurer of the Wilmington Savings and Society. WILLIAM T. SLAVEN, III, an administrative officer in the 56th Medical Detachment, was promoted to Army captain during ceremonies near An Khe, Vietnam. *Marriage:* ANTHONY J. D'ERRICO to Anne Roschillo. *Birth:* To JOSEPH A. Mc DONALD and wife, their first child, Matthew Joseph; DENNIS L. METRICK and wife, Catharine Ann, a son, Brian Paul.

'65
ROBERT BECHER has been appointed an adjuster by the All-State Insurance Co., in N.J. JOHN M. HART is currently assigned as an overhead analyst for the controller's staff at the systems development division at Poughkeepsie, N.Y., for I.B.M. Corp. EUGENE M.

KRUPA was promoted to Army specialist five in Germany, where he is assigned to the Eighth Infantry Division. *Marriage:* JOHN M. HART to Ellen Claire Mahota.

'66

ROBERT C. BAXTER was promoted to Army specialist five while serving as a medical specialist in Headquarters Company, First Battalion of the 198th Light Infantry Brigade's 52nd Infantry near Chu Lai, Vietnam. THOMAS J. DVORAK is currently assigned to the laboratory controller's staff as a cost consultant at the systems development division laboratory of IBM at Poughkeepsie, N.Y. Airman First Class JAMES P. HOCKIN is a member of the Air Defense Command wing that recently completed the first long-range flight to include missile firings at radio-controlled drone targets and aerial refueling on the same mission. Lt. THOMAS D. MCGOVERN is serving with the First Cavalry Division in Vietnam. FRANCIS J. MELCORI was one of 45 trainees who were graduated recently from a VISTA training program at the policy management systems training center in Washington, D. C. PAUL J. MORROW has joined McBee Systems of Litton Industries as a systems sales representative at the company's Philadelphia office.

'67

RICHARD BEATTY, ROBERT T. BOWE, ROBERT A. CARAVELLI, KENNETH CONFALONE, RONALD R. GLITZER and EDWARD J. SHIELDS have been commissioned second lieutenants in the U. S. Air Force upon their graduation from Officer Training School at Lackland AFB, Tex. TERRENCE M. CANNING and VINCENT P.

GIUNTA were assigned as assistant cargo checkers in the 105th Transportation Company at Ft. Eustis, Va. Second Lt. EDWARD DINERMAN has entered U. S. Air Force pilot training at Laredo AFB, Tex. Second Lt. JOHN R. DUNN completed a quartermaster officer basic course at the Army Quartermaster School, Ft. Lee, Va. Second Lt. THOMAS J. MATTHEWS was assigned with the backup



EDWARD W. LEWANDOWSKI

interceptor control, Fallon Naval Air Station, Fallon, Nev. EDWARD W. LEWANDOWSKI has been promoted from technical assistant to chemist in the Research Division of Rohm and Haas Company. He is assigned to the Spring House (Pa.) Laboratories, where he is concerned with development and formulation studies for acrylic emulsion coatings for use in factory prefinishing of building products. THOMAS J. MOONEY recently completed eight weeks of advanced infantry training at Ft. Dix, N.J. Second Lt. EUGENE Q. QUINDLEN completed a surgeon assistant course at Brooke Army Medical Center at Ft. Sam Houston, Tex. EDWARD E. STRANG is currently with the Philadelphia National Bank as a commercial loan officer trainee.

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JUNE 16-28, 1968

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AUGUST 11-18, 1968

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INCLUSIVE TOUR PRICE—\$840.00

JULY 27-AUGUST 14, 1968

La Salle Vignettes



Henry Lesse/*research chief*

On a warm day (which is almost every day), the little outdoor cafes near the UCLA campus adjacent to Beverly Hills do a landoffice luncheon business. If you're lucky, you might catch **Henry Lesse, M.D., '44**, arriving in his 1948 Rolls-Royce convertible—but more often he's found in a laboratory at the UCLA Medical Center's Neuropsychiatric Institute, where he has been chief of research since 1959. In addition to his own research interests, which primarily involve the relationship between the brain's electrical activity and human behavior, Dr. Lesse also teaches graduate students in psychiatry and coordinates the research activities of the 470-employee staff of the Institute—which has as its basic function research and training in psychiatry. The Institute, a combined activity of UCLA and the California State Department of

Medicine, has some 30 projects in clinical psychiatry and basic research supported by more than \$1 million in grants. Its research and operating costs are about \$5 million annually. A 1950 graduate of Jefferson Medical College, Dr. Lesse was a research assistant at Columbia University and Jefferson, then received a Five Year Award for his work at the Tulane University Department of Psychiatry, before joining the staff at UCLA in 1958. He is a consultant to the Los Angeles Veterans Administration Center, a member of the California Department of Mental Hygiene's research advisory committee, and is a diplomate of the American Board of Psychiatry and Neurology. He, his wife Barbara, and their son, Stephen, make their home in nearby Bel Air.

La Salle

Vignettes —continued



Jim Kirschke/*hero's hero*

"Two legs are not too much to give in return for all that my country has given me," Marine Corps Captain **James J. Kirschke, '64**, wrote in an essay that recently won a George Washington Honor Medal given by the Freedoms Foundation of Valley Forge. Kirschke (shown here with former Secretary of State James F. Byrnes), who is now undergoing rehabilitation and training in the use of artificial legs at the Philadelphia Naval Hospital, lost both limbs in a land-mine explosion in Vietnam last year. His inspiring essay was judged among the 10 best among more than 30,000 entries. At La Salle, Kirschke was twice president and as many times vice president of his class, a member of student council for four years, was chief justice of the student court in his senior year, and a member of Lambda Iota Tau fraternity. He was commissioned on graduation day, attended officer's training school, and was sent to Vietnam in 1966. Kirschke was wounded January 9, 1967, and returned shortly thereafter with a host of medals, among them the Bronze Star. And his courage extends beyond the battlefield and the written word: Kirschke has recently begun graduate studies in English at Temple University, despite his adversity. "I thank God I can still enjoy my freedom along with all the other Americans who have labored so hard to bear our unique heritage, which is the continuing responsibility of all," he remarks.



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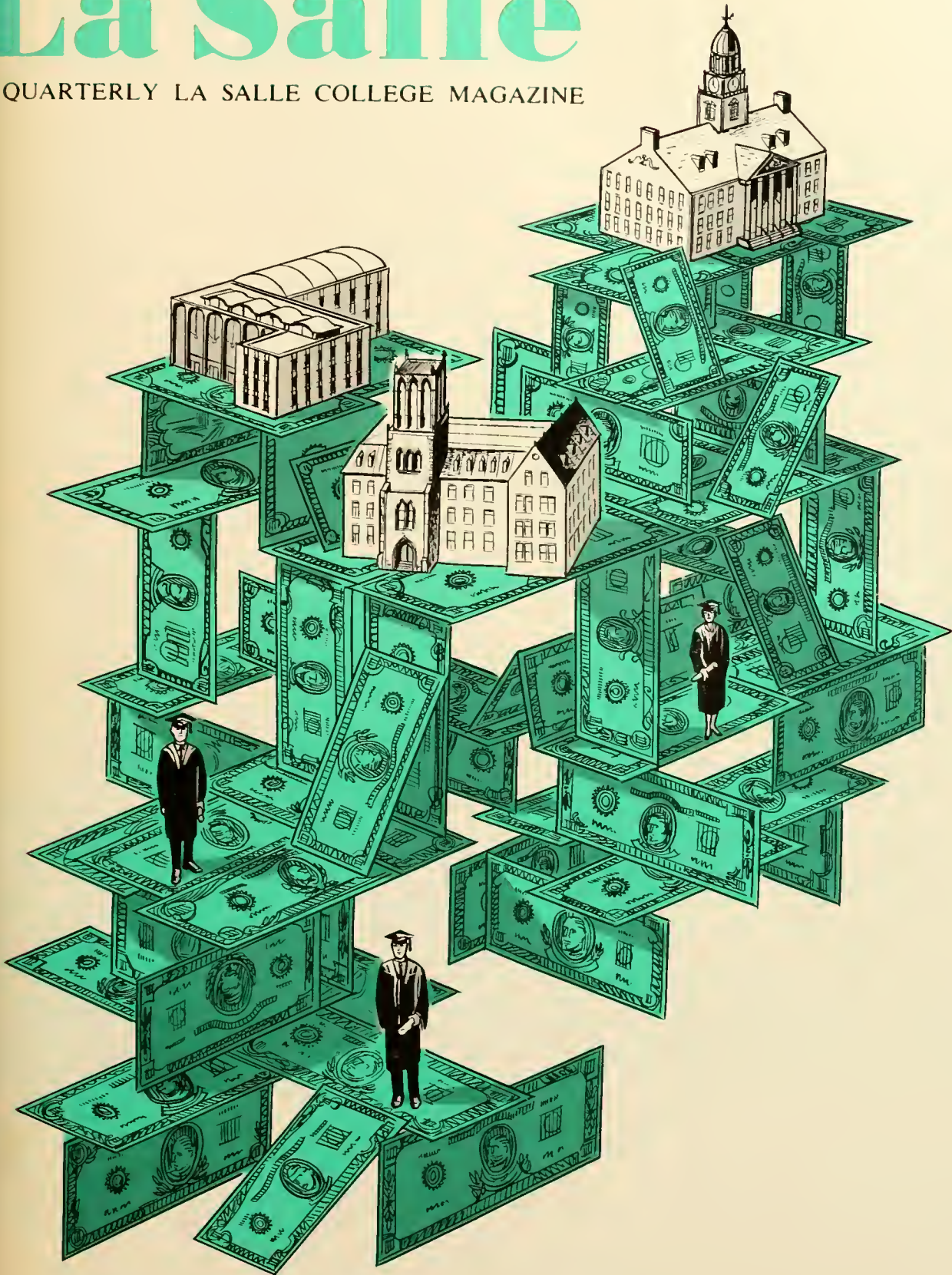


Urban Education: Public and Private



La Salle

QUARTERLY LA SALLE COLLEGE MAGAZINE



College Financial Crisis?

IN THIS ISSUE

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Colleges and universities may soon face a financial crisis of major proportions. But is La Salle's financial outlook so bleak? Professor John Keenan, '52, has some interesting observations.

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CREDITS—Cover illustration by Robert Diggs; pages 1, 3, 36 (bottom) and inside back cover by Walter Holt; pages 4, 33, 35, 37, 38 and 39 by Charles Sibre; pages 31 and 42 by Ralph Howard; page 40 by Robert Halvey; all others by Lawrence Kanevsky.

La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE

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Ralph W. Howard, '60, *Editor*

Robert S. Lyons, Jr., '61, *Associate Editor*

James J. McDonald, '58, *Alumni News*

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Unlike the gloomy outlook in

La Salle's future looks bright

Plain Fact Is...



e's supplement,

ite a serious need for capital funds

BY JOHN J. KEENAN, '52
ASSOCIATE PROFESSOR OF ENGLISH



'Our big problem is capital

"OUR FINANCIAL stability has never been better. We have a serious need for capital funds, sure, but it would be professional pauperism to claim that 'we are faced with imminent bankruptcy' as McGeorge Bundy does in the accompanying article."

The man ought to know what he was talking about. The gray hair is thinning a bit, the lines of worry around the eyes look a bit deeper than they did 20 years ago, but Joe Sprissler's voice was firm and emphatic. He has managed the business end of La Salle College for 20 years, and he spoke with faith and conviction about the financial future of this institution.

The thing that made that moment so interesting is that Joe Sprissler is not known around La Salle as a Pollyanna. He is a fiscal conservative whose normal worry is inflation, except on Tuesdays and Thursdays, when he worries about depression. Groundless optimism is just not his "bag."

Pondering this, we came up with the notion that this unaccustomed optimism was merely relative. When you read Brother Donaghy's history of La Salle, you read of one financial crisis after another. Maybe Dr. Sprissler's optimism was based merely on a contrast between the present status and the bad old days when the bankers hovered about the place like so many vultures waiting for carrion.

Not so. I should have known better. Sprissler dragged out of his closet stacks of figures to support his contention. Some of them were frightening to the non-professional eye however. Expenditures for educational and general purposes up 326% between 1958 and 1967. Tuition up only 207% in the same period. Knowing that tuition accounted for about 70% of income, I shuddered slightly.

The desk calculator beat another quick tattoo. More facts. "In 1958, 69 cents of every dollar of our income came from tuition. In 1967-68, it was 71 cents of every dollar." Basically, our position hadn't changed significantly in 10 years.

But still the facts came. "In 1952, our endowment was zero. Now it's two million dollars." He leaned back and pointed his finger for emphasis. "Our financial position as between current income and current expenditures couldn't be better."

The edge-of-doom article I had begun to write in my own mind went up in smoke. I began to think about questions regarding the next hike in faculty salaries instead.

Then he let me have it. He socked it to me.

"Our big problem is capital expenditures, not operating expenses."

He began ticking off a list of items that had been scheduled for completion by 1970:

- the student chapel. (Completed 1965.)
- the residence hall complex. (Completed 1966.)
- the purchase of additional land. (Completed 1967.)
- construction of a new parking area. (Completed 1968.)
- construction of a classroom building including 50 classrooms, 100 faculty offices, a planetarium, and other facilities needed for a modern instructional program.
- construction of an athletic facilities building to house pool, indoor track, basketball courts, exercise rooms, etc.
- construction of a maintenance building.
- addition of a wing to the library or construction of a new library, whichever is most feasible.

Capital funds needed for this program? Would you believe \$7.5 million?

Where is that supposed to come from? Not surprisingly, a lot of people at La Salle have been giving a lot of thought to that question. Vice-President John McCloskey has not only thought about it; he has started action on the problem. Tamblyn and Brown, Inc., was commissioned by the Board of Trustees to conduct a feasibility study to determine La Salle's exact needs and its potential for meeting those needs.

A Decade of Growth, 1957-67

	1967	1957	% of Increase
Total Resources	\$24,300,000	\$5,600,000	434
Book Value of Plant	18,000,000	4,700,000	383
Book Value of Funds			
functioning as Endowments	2,500,000	500,000	500
Reserve for Retirement of Indebtedness	583,000	73,000	799
Student Loans Outstanding	1,800,000	-0-	-
Long-Term Debt Obligations	8,000,000	500,000	1,600

Note: All figures, as taken from the audit report for the fiscal year 1967, are rounded to the nearest hundred thousand.

penditures, not operating expenses'

The consultants advised on possibilities for government grants, among other things. One of these, in the amount of \$765,000, has already been approved for the classroom building. There is a possibility of another \$750,000 when La Salle starts the library expansion. But there is not a government grant available for the \$2.7 million athletic facilities building. The plain fact is that La Salle must come up with \$7.5 million through fund raising, long term financing or both.

MOST of the corporation and foundation support will have to come from the Philadelphia region. A Wilmington industrialist recently told a fund raiser, "La Salle should look in its own back yard for support." (Hopefully, not all Wilmington industrialists will share this opinion, since La Salle has many alumni in that city, as well as in Maryland and D.C.)

Starting as close to its own back yard as possible, La Salle will look first to its reconstituted and expanded board of managers for leadership. With 11 lay members and a wider geographical distribution, the new board is expected to provide increased contact with foundation and corporation sources.

Wondering about the role of the alumni in both past and future, I tackled Jack McCloskey for some straight answers. This time I expected optimism. Specialists in public relations and fund raising do not go in for the power of negative thinking. Again I was surprised. "Our alumni presents problems," McCloskey said. "It's highly unbalanced." As an alumnus, I took that personally. "I mean that 85% of our alumni have been graduated since World War II," he smiled. "We don't have enough people in that well-established category that can afford generous support of their College."

National figures only served to bear out his meaning. Nationally, says the American Alumni Council in the accompanying report, only one out of four alumni contribute to the support of higher education. At La Salle, the 1967 figures look more like one out of 10.

There are some curious anomalies in this figure. Attitude surveys conducted among La Salle alumni show a high degree of loyalty. Over 90% would send their sons to the College and recommend it to prospective students. Yet only 10% are willing to show their affection in dollars and cents.

The habit of giving has just not been established. Alumni persist in behaving like a loving husband who takes his wife for granted, giving her an occasional peck on the cheek, but never thinking of buying a bouquet of roses to let her know he cares.

I sampled a few alumni on their reactions to annual giving. "La Salle never gave me anything," was one response. I worked hard to pay my full tuition." If anyone had every pointed out that "full tuition" represented about 70% of the cost of his education, he had conveniently forgotten that fact.

A surprising number of alumni could not see why the College needed alumni support. Some held the completely erroneous notion that the institution was at least partially



Vice Presidents Sprissler (left) and McCloskey

The Plain Fact Is... —continued

supported by the Archdiocese or got money from the Catholic Charities Drive. Some thought the appeals were set too high, causing alumni to infer that anything under \$100 was not worth bothering about. "We ought to be willing to nickel-and-dime it a bit more," said one plain-talking alumnus. "Better to get guys in the habit of giving early, even if they can afford only \$10 or \$25 for the first five years."

"I think the problem goes back further," said a faculty member-alumnus who have done some work on annual giving. "La Salle needs to involve people while they are still students in the over-all financial picture of the College. Here, as in so many other areas, there has often been a failure to communicate what's being done and the reasons for it."

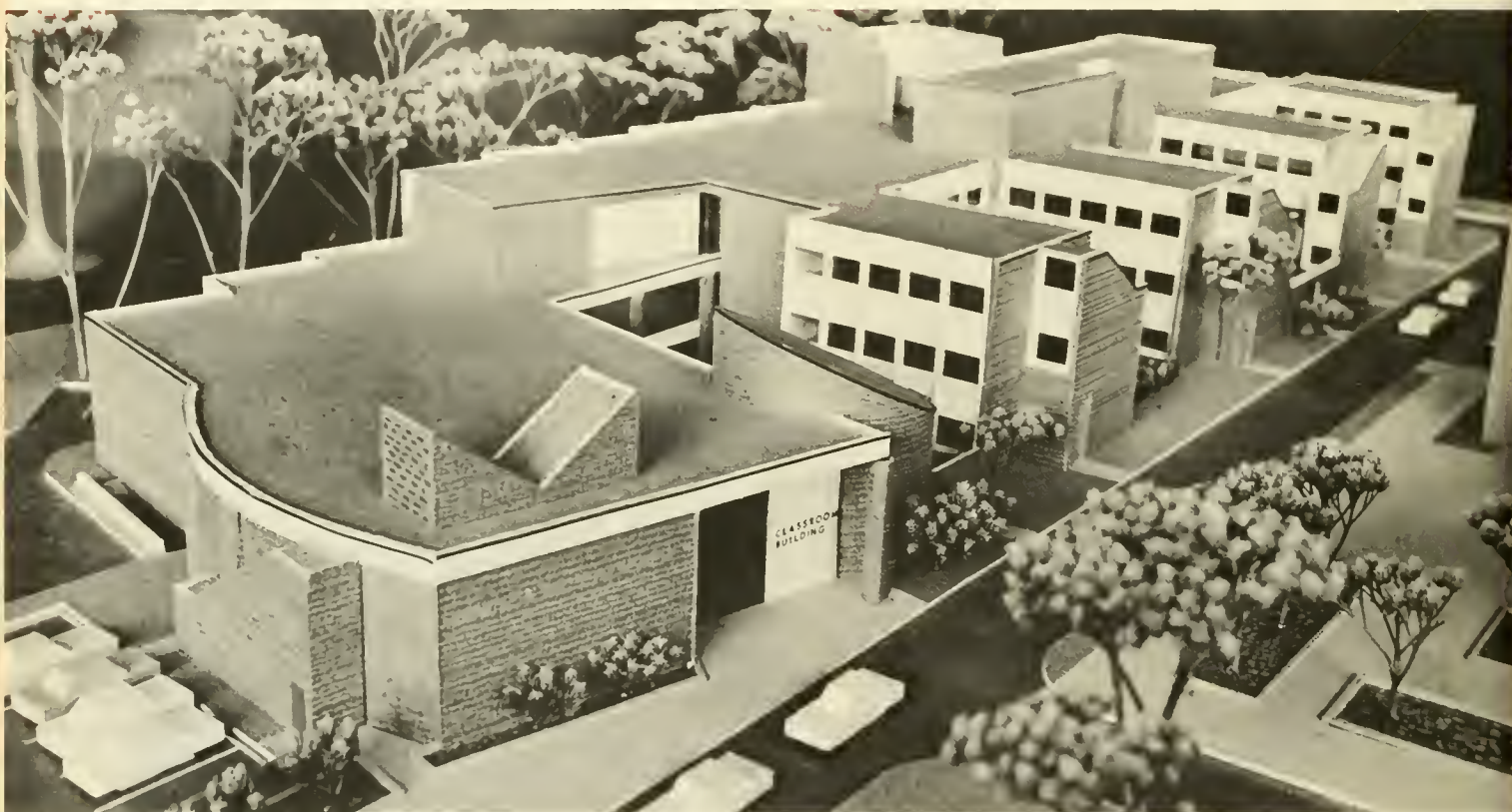
John McCloskey was positive that the alumni can and will do more. You can't keep a good optimist down. "The annual giving has been growing. Our \$50,000 goal of last year was oversubscribed. Part of our problem is this: In the past, Catholic institutions have too often rested on their

that have aided similar institutions in the past."

"Aside from the fact that I would love a new air-conditioned office and a few turns in the new pool should help my spreading waistline," I said, "does La Salle really need to spend all these millions on new buildings?"

Jack hardly had to pause for breath. "The real question is how we operated between 1946 and 1952 with the facilities we had then. New facilities get more expensive with every passing year. Benilde and Leonard Halls were "temporary structures" in 1948. You know as well as I do that they're just not adequate teaching or office facilities even for our present needs. As for the athletic facilities building, you have to remember that we've got almost 800 men living on campus without minimal physical recreation facilities. It's tough scheduling intramural sports around the needs of varsity teams."

Joe Sprissler was succinct on the same question: "We better build them now; five years from now both the need



La Salle's new classroom building (story in "Around Campus" section)

cushion of contributed services from a religious order. Now we realize how much we have to care about outside sources of development—alumni, friends, parents, corporations, foundations, and both state and federal governments. We're just beginning to involve these segments the way we must do."

In answer to a question about future prospects in these areas, McCloskey positively vibrated with enthusiasm. "Look, we've never really had the staff to go after foundation support in a well-organized and effective way. There was no development office at all until 1959. Now we've got the mechanisms set up to approach the right foundations, those

and the cost will have doubled."

Even if support from foundations, corporations, and alumni increases greatly in the near future, some form of government aid would seem to "loom large among possible new sources of income," as Brother Daniel Bernian wrote in these pages last spring. "Indeed," says New York Times education editor Fred M. Hechinger, "the question is no longer whether, but only when and how, increased Federal aid will come. The alternative would be either to go the way of the Sorbonne and let more and more students be taught by fewer and fewer professors, or to raise tuitions to a point

here only the few would be able to afford what the many want and need. Either course is the path to revolution."

There are some hopeful signs of greater governmental participation, but they are mostly either grants or long-term loans for capital improvements, not for operating expenses. About one-third of the cost of the classroom building will come from the Federal Government, for example, and Pennsylvania's new Higher Education Facilities law holds possibilities too. This act creates an authority for the sale of tax-free bonds to permit colleges lower interest loans. An interest rate of five per cent, for example, in comparison to commercial rates, would reduce the actual cost of a \$2.7 million athletic facilities building with a 25-year mortgage by about \$1.1 million.

Nevertheless, the bulk of La Salle's operating budget appears likely to continue to come from tuitions. Ten years ago, tuition was \$555; last year it was \$1150; by the time the class of 1972 graduates, it is likely to be in the \$1500 range. Is there a danger that these continued increases will reach a point of diminishing returns, when the College simply prices itself out of its market?

Dr. Sprissler didn't see that as a serious problem. He pointed out that La Salle started out with lower tuition than most comparable schools, has raised it at a slower rate, and seems likely therefore to remain within the prevailing range of other similar private colleges.

Another way to increase income from tuition would be to limit larger freshman classes. In the early 1960's, La Salle decided to limit entering classes to 750 with a view toward gradual qualitative improvement. A wider recruiting program and a revised scholarship program were other steps taken at the same time to upgrade the academic level of each entering class.

There has been a continuing debate among various segments of the College community about this policy. Statistics collected by the Counseling Center seem to support its effectiveness: they show an improvement in the credentials of each entering class. On the other hand, there are strong economic factors urging expansion of numbers. Not the least of these is the Federal Government, which generally predicates grants on expansions of enrollment.

Both the evening division and summer programs have expanded. Both now admit women. The day division may find that admitting girls is a practical way of increasing numbers while still raising standards, but nobody I talked to is saying that for publication.

More likely in the immediate future are several cooperative ventures with the College of Chestnut Hill and perhaps with some nursing schools. In the long run, however, I will be surprised if my 10-year old daughter does not enroll at La Salle eight years from now.

Cooperation between institutions—for example, between La Salle and Germantown Hospital, or between La Salle and Chestnut Hill—may offer both educational and economic advantages. Such cooperation is complicated to set up but most observers see in it all kinds of untapped possibilities: joint efforts in library acquisitions and cataloging; common use of computer equipment; common business services; even joint faculty appointments of distinguished scholars. Haver-

ford, Swarthmore, and Bryn Mawr have led the way in cooperative ventures in the past, but most Philadelphia colleges have gone their separate ways. If financial pressures force a change in this pattern, the colleges may discover imaginative educational possibilities as a result.

Feeling that this article needed at least one good "scare paragraph," I teased my sources with the threat of public colleges driving private colleges out of business. "I have no fear of competition from public colleges," Joe Sprissler said. "I just don't see this darkness—this day of doom. The way I look at it, there will always be an insufficient supply to meet the demand for quality education."

The similarity in John McCloskey's response was striking. "If we do everything right, there is no crisis. We'll get the dollars we need; we'll get the students. There is always a market for good education. That's where our emphasis must be."

To one who has been around La Salle either as student or teacher since 1948, the responses to the threat of crisis were intriguing. I had presented my administrative sources with a Special Report filled with some grim comments. I honestly expected Sprissler and McCloskey to top them. After all, if even the heavily endowed Ivies and the state supported colleges were hurting, how much worse would things be at La Salle.

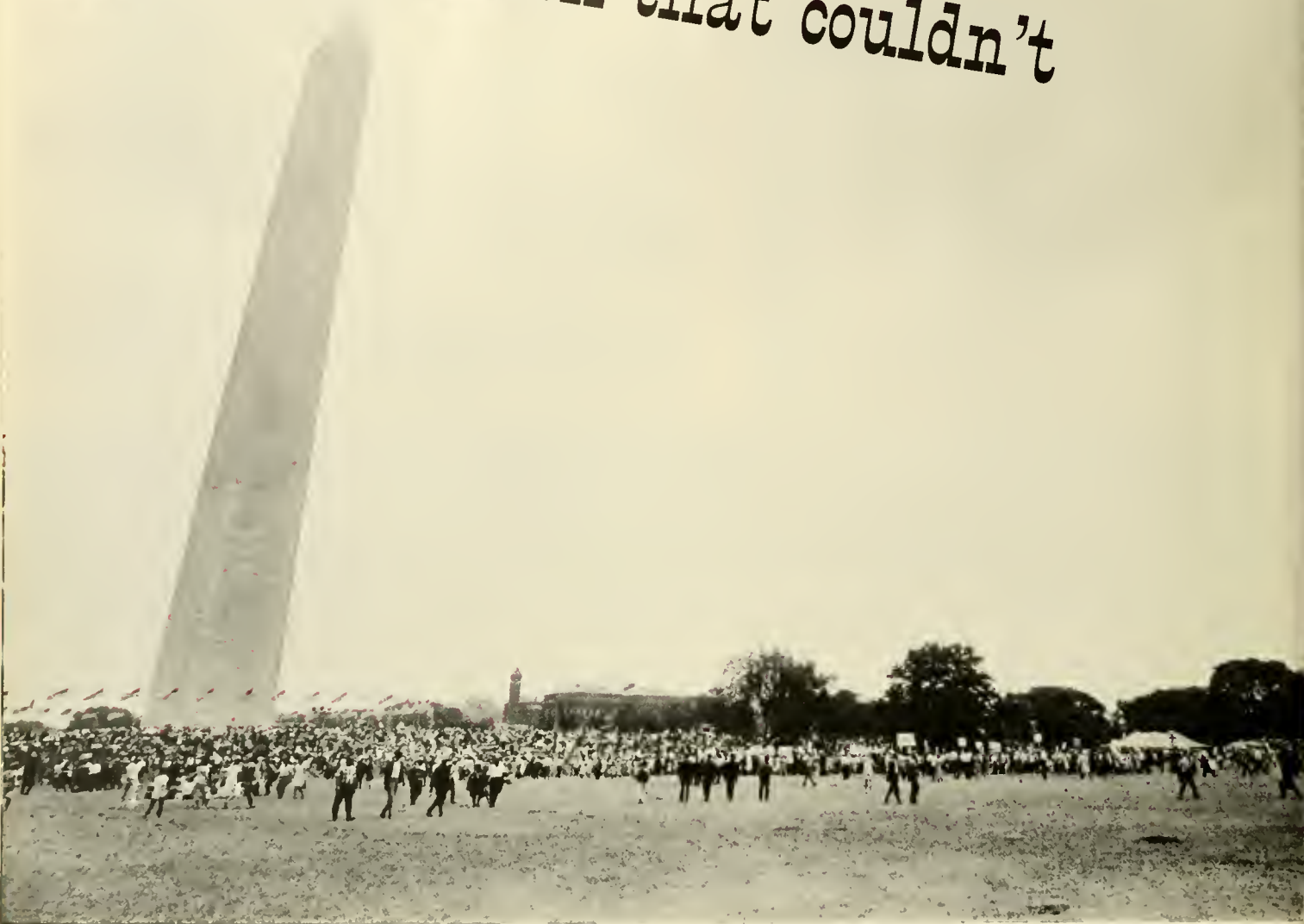
The calm, confident, somewhat optimistic responses reported here seem to me to be the measure of La Salle's present maturity as an educational enterprise. The College is academically solid, with a well-prepared faculty teaching a sound curriculum that has met all criteria of accrediting agencies. It has what Joe Sprissler likes to call "coordinated management," with academic and financial management working together toward a common goal. Any doubts about the efficiency of this management can be dispelled by reading some of the reports of mismanagement at other private colleges. (The Report of the Select Committee on the Future of Private and Independent Higher Education in New York State/1968 says: "The large universities are on the whole in worse condition financially than the smaller institutions studied. This appears to be partly due to shortcomings in management, control and planning.")

The College has undertaken a heavy burden of debt in its latest phase of physical expansion, but it appears more confident than ever before of the quality of its product and the ability of that quality to generate the needed support. The day-to-day operation is both academically and fiscally sound. Only a little matter of \$7.5 million remains to vex administrative heads and send trustees out on missions which they devoutly hope will not be impossible.

Samuel Johnson once wrote, "Great debts are like cannon, of loud noise but little danger." I'd like to have that engraved and sent to the President, with maybe a copy for Dr. Sprissler too. There are moments when I'm sure they'd like to read that over and over. ■

Mr. Keenan has been a frequent contributor to LA SALLE, as well as to many other scholarly and general circulation periodicals. He received a Lindback Award for distinguished teaching this spring.

The little march that couldn't



Photographed by Lawrence Kanevsky

The rains came and the City of the Poor ooze in a muddy quagmire. And Martin Luther King was dead. And still the rains drenched the shantytown that was to have been Dr. King's symbol of poverty in America.

Memorial Day, the original date for a Solidarity Day March, came and passed. And the symbolism evident to all was not that of Dr. King's "dream." Conflict, confusion, chaos were rampant. And still the rain came.

When the march finally took place in mid-June, it too reflected much of the ugliness and disunity evident in the City. Some 20 La Salle students and professors of great faith took part in the day's disjointed events, which are depicted in Lawrence Kanevsky's photographs.

A black writer for the N.Y. Times quoted a black



resident who perhaps best summarized the plight of Resurrection City:

"Some guys are here to do nothing but steal and shack-up, and the tragedy of this whole thing is that people are gonna forget all about the poor when they see how some of them act. I took off from my job to come here because to me this meant the Movement, but this is not the Movement. This wasn't Dr. King's dream, and you know it. It wasn't Resurrection City, either. It's been Sodom and Gomorrah."

Like the man said, that's the sad part—hoodlums and selfish "leaders" gave those who sought them convenient reasons to scoff at the legitimate aims of the poor. For the saddest story to be told is that—despite crime, filth and betrayal—many citizens of Resurrection City never before had it so good!

R.W.H.



—continued







A prominent member of La Salle's philosophy department examines a major question of the post-Council Church—birth control.

DISSONANCE *in Rhythm*

BY EUGENE FITZGERALD, '51
ASSOCIATE PROFESSOR OF PHILOSOPHY

JOHN DEWEY, the American philosopher, once said that much of the mischief in philosophers, could be attributed not to the answers they gave, but rather to the wrong questions they asked. I believe this astute observation can be applied equally well to the whole matter of the morality of birth control. For many and sundry reasons, it would seem that philosophers and theologians involved with this problem have allowed themselves to ask the wrong questions.

After studying this problem for approximately 20 years, I am persuaded that the value and legitimacy of any form of birth control must reasonably satisfy these questions: Does the method of birth control, whether periodic continence (rhythm) or by mechanical means, enhance and fulfill the personhood of the marital partners? Is the important dimension of human sexuality, contributing to the union of love, thwarted or frustrated because of the type of birth control used? Granting that a natural moral law exists, what form of birth control satisfies that law's fullest demands as it plausibly can be applied to *all* aspects of marital love and family development? Lastly, is the use of any method of birth control in accord with the personal consciences of the spouses, and has there been a judicious appraisal of its relevance and need in their marriage. Inherent in the context of this last question would be the unique circumstances and problems realistically dictating one method rather than another.

Because the licitness or illicitness of birth control is acknowledged by theologians to be a problem judged on the basis of natural morality, not on scripture and revelation, one ought not assay this question on purely religious grounds. My position, then, is essentially that of the moral philosopher, whose validity either stands or falls on what reasonable analysis can discover.

During the past 50 years, there has been an evolution of serious thinking on the whole question of family planning. Precipitated in large measure by an increased awareness of the meaning of person and the very real problem of population density, we find ourselves seeking means to exercise the need of human love in marriage in ways whereby the human family may achieve greater fulfillment. In the process, there has been a great deal of both enlightened as well as confused thinking.

Before the middle 1920's, few Catholic couples were

aware of the moral legitimacy of rhythm. Not until the Ogino-Knaus studies of the female menstrual cycle did theologians begin to believe—and only with great reservations—that the method of periodic continence could be employed as a means of birth control. Reluctantly, rhythm was "tolerated," and then only when certain requisite conditions were met.

But the problem was not one indigenous to Roman Catholicism alone. Many Orthodox Jews, as well as a substantial number of Protestant fundamentalist sects, believed, like Roman Catholics, that the issue of family planning was something best left "in the hands of God." The Lambeth Conference of the Anglican Church declared in 1920 that all forms of contraception were sinful. Not until 1958 did the Lambeth Conference reverse its earlier decision. Then, radically, it maintained that not only was family planning permissible, but, more specifically, it was held to be a moral obligation.

The climate of thinking within the Catholic Church has gone through the respective seasons of suspicion, reluctance, confessional accommodation to, finally, public statements by the Pope and ecclesiastics that "natural family planning" is both desirable and responsible in our present day.

Procreation, obviously, must be at least one of the goals of Christian marriage. There is scarcely need to stress the central belief that humans cooperate as pro-creators with God in perpetuating the race and giving witness to the awesome plenitude of divine love.

BUT CAN there be any reasonable justification for the use of birth control methods, other than periodic continence (rhythm), in Christian marriage? The evidence appears heavily weighed in the affirmative. When a couple have satisfied themselves in conscience that the possibility of children is not being excluded for purely selfish reasons, and where the motives and prudential judgment of the couple are responsible, their choice would seem to be vindicated.

Rhythm, regarded as "the" solution to family planning by its proponents, has been accepted more by its practitioners in the spirit of dreary resignation than as a positive solution to the needs of married love. Doubtless, many couples have found rhythm perfectly agreeable. And it is not my purpose

'Procreation ought not obscure

to contest the integrity of such people.

There remains, however, the preponderant evidence that the majority of married couples are less than satisfied with its efficacy. These people are for the most part frustrated and disillusioned. They refuse to nurture the naive belief that an impersonal calendar can serve as a sanctioning agent for their love, if not also a timekeeper and referee. They want their conjugal acts to be more than sheer sexual releases. Contraceptive devices may seem odious to the devotees of rhythm, but one must honestly ask if such "artificial" aids are less repugnant than the dreary ritual of submission to the "natural" regulatory charms of rectal thermometers, litmus paper, temperature charts and so on.

A great many proponents of rhythm apparently fail to understand the principal motive which ought to inspire any act of marital coitus. That motive simply cannot be to avoid conception, but rather that a man and woman love one another as other, when and as often as that need for love arises. Similarly, and this point is ignored, the *primary* intention of a marital act where contraceptives are used is *not* to contraceive, but to love in such a manner that fear does not rob the act of its innate richness.

It is the couple who invest their love with its nobility. It would be crass and untrue to maintain that when contraceptive measures are taken they are done so without full consciousness of the whole fabric of married love. More crass and less wholesome would be a juridical concern which narrows the moral issue solely on the disposition of seed and egg, prescinding from the total persons involved.

TODAY, IT is not fashionable even in traditional quarters to address the morality of birth control in terms of the "primary end" of marriage. Yet the tenacious disciples of rhythm still peg their arguments on what they call "the primacy of procreation." Is not procreation, such traditionalists say, still the all governing teleological principle which gives marriage its distinctive character? The trump card is flashed in the form of the thesis that marriage and the perpetuation of the race are inextricably linked together in the providential plan of God.

Like most disjunctive fallacies, their argument is incomplete, suffering as it does from the malady of philosophical astigmatism. One dimension of marriage, and an important one, is raised to a singular and exclusive pinnacle, all others are obscured. Blurred is the distinction between the meaning of love in marriage and one of the potential fruits which may emerge from conjugal love.

Indeed, even if one should be tempted to play the semantical game of those who are grimly intent on preserving the primacy of procreation, then there can still be only one primary end which renders all other ends intelligible and

moral. And that would have to be the justifying reason why any couple chooses to marry—namely, *their love for one another*. None but the most insensitive would consider a potential married couple as being simply two complimentary reproductive functions. It need not be stressed that marriage as a sacrament is not contingent on whether the married couple can give birth to a child. Moreover, marriages are still sanctified even when the couple are both beyond their reproductive years.

Catholic traditionalists are fond of situating themselves in the comfort of Scholastic philosophy in order to validate their position on birth control. But, again, even the medieval game of distinctions proves not to be favorable to their cause. Scholastic philosophy has always taught that the essence of a being takes ontological priority over any one of its subsidiary principles, in this case that of final causality. What a being is and what it achieves, while related, are not in fact identical. Translated, one can say that the existential status of a married couple, as married, is superior and of more immanent value in the order of actuality to that of a potentially purposive being, namely, offspring born to their union.

Unquestionably, procreation remains a major goal of a married couple who love one another deeply and authentically. But procreation ought not obscure, if not suppress every other positive value in marriage. When it does, human love and sexuality become neatly and inadequately identified with a biological impulse toward fertility.

MAN, HOWEVER, is a synolon—a union of flesh and spirit. Jean Mouroux puts it very well when he says that the flesh is the proper instrumentality of the spirit. Because he is eminently spirit, man need not be tyrannized by the laws of biology, even those laws which affect the workings of his own body. In short, while biological laws cannot be ignored they can be controlled. The imperative of man is to do so with the dignity and freedom befitting his spiritual heritage.

Rhythm has been trumpeted as a "middle way" between complete abstinence and contraception. But not the least of the objections to this updated Aristotelianism is that rhythm can be a pathetic game of calendar roulette, where miscalculations or premature ovulation more often than not can produce fear and bitterness. Legions of men and women can attest to their experience that when the desire for coital love conflicts with the prospect of an undesired pregnancy intercourse loses much of its spontaneity and freedom.

The sterile period of the female menstrual cycle is for a great number of women either a neutral or undesirable period for sexual relations. Yet this is known to be the "safest" time for the effective practice of birth control. Grief compound

ther positive values in marriage'

grief when the truth is stated that a woman's libidinal drive becomes greatest during her fertile period, although such is not the case with her husband. When relations are engaged-in during the sterile period, the neutrality or disinclination of the woman frequently becomes interpreted by her spouse as frigidity, if not downright rejection. Multiply these situational experiences over a protracted period and the resultant psychological scars can readily inhibit, possibly destroy, what should be a joyful exchange of marital affection and fulfillment.

It is pertinent to add that lovers who marry do not do so to abstain from conjugal love. Their love desires union, and a union whose frequency is not vitiated by fear and uncertainty. Marital love seeks and requires repetitive reinforcement.

Prolonged sexual abstinence between married lovers who desire to live the command to be "two in one flesh" becomes incongruous—unnatural—when they find themselves subjected to a legislating calendar synchronized with a mechanistic biology. If the lovers feel cheated, the reason should be obvious. Theirs is a personhood with a spiritual core. Only in the subordinate depths of their being are they mute slaves to a lunar mathematics.

For these and other unmentioned reasons, it is not so much contraceptives or a tolerance with rhythm which determines whether an act of conjugal love is morally licit or not. The criterion depends more on the motive and circumstances of the coital act. Demanded is the unconditional acknowledgment of the sacred person of each member, not as a mere reproductive function, but as a free and responsible creature.

IF THE practice of rhythm can devolve into sheer sexual release, it must be said that contraceptives may likewise be rationalized as excursions in pure sexual selfishness. But automobiles can kill, alcohol can destroy human dignity, and guns can be used by murderers. Few who understand the profound value of human marital love could possibly suggest that contraception serves as a completely unqualified way of life. Nor is it being urged here. Ideally, any marriage between lovers would logically ordain their love at chosen times to the potential fruit of children. The truism obtains that the human family is happiest when it can propagate itself. Love desires not only its mirror, but one of its fruits as well.

It remains to be seen how the natural moral law applies to the whole question of contraception. A host of questions arise. Does not contraception waste the seed? Are not condoms, intra-uterine devices and steroids (the "pill") artificial? Must absolute norms governing human conduct give way to situation ethics?

It would be no exaggeration to say that too many moralists

in the past have been excessively preoccupied with the biological applicability of the moral law. To be more precise, these moralists see the moral law as applied to only a limited biological area of marital relations. Their interpretation is strangely inverted, since the principal concern appears to be focused on the disposition of the male sperm and the female egg, wittingly or not abstracting from the chief welfare of the marriage partners as complete persons.

Is it asking too much that in its application to human acts all parts of the natural moral law should be served? Should not a sane and just application, for example, include the welfare of a potentially impregnated woman? Should not the moral law acknowledge the psychological, sociological and economic dimensions of the marital union? The moral law, to be real at all, must, obviously, be a comprehensive law of nature considered in all of its parts and relations. No contemporary moral philosopher worthy of the name would roost in the biological aspects of married love, see the law only applicable there, and ignore the fullness of what human marriage includes. To do so truncates the greater amplitude of marriage as we understand it.

AN INTERESTING venture in scholarship might trace the reasons why traditionalists have refused to view the role of the male seed in moral matters with the same elasticity they allow for the grounds on which human life may be taken. Does the state have the right to execute a person convicted of a capital crime? Yes, textbooks in moral philosophy and moral theology say, if (after St. Thomas) the greater good of society is preserved thereby. Can one sacrifice his life in war, or take the life of another in defense of his country or his own life? To all of these questions, yes! Generally, the principle that life can be sacrificed morally has been vindicated by showing that justice and the welfare of the greater good has been served by the act.

In the light of the foregoing, it confounds one to ascertain why the traditionalist who opposes any and all kinds of contraception becomes mesmerized by the spell of "means," while minimizing, if not ignoring, the intention and circumstances of the act. As any moralist knows, there is no moral act valid *in abstracto*, i.e., considered apart from the intention and circumstances of the moral agent. Killing another person, the traditional moralist declares, may or may not be morally licit, *depending on the intention and circumstances* morally integral with the act.

Yet, incongruously, the foregoing qualifications are not acknowledged when the question arises whether the male seed or the female egg can be sacrificed for the greater good of the married partners. In thunderous tones, they pronounce the act of contraception, *as an act*, gravely and morally evil. Condoned, of course, is the loss of the male seed during the

'Marital love is more than a physical encounter'

sterile period in rhythm which is known and hoped beforehand falls on barren ground.

How is it possible that myopia carries the day? The reason may be harshly true. Compromising in one instance of morality (taking a life), and yet remaining inflexibly firm in another (contraception), the traditional moralist has not been able to grasp—in either case—the exalted meaning of person beyond the bare verbal level.

When marital love becomes recognized as the profound drama of intersubjectivity, where the spiritual nucleus transforms the act from one of mere biology, then and only then may the role of contraception be assessed fairly and correctly. Marital love is infinitely more than a physical encounter between male and female genitals. Like a work of art which transcends canvas, oil and brushes, it is a call and a response which uses matter, but is neither judged by matter nor fulfilled only in matter.

The proponents of rhythm, at all costs, cannot be exonerated from the indictment that they are responsible for the havoc created in several age groups. Consider the tragic plight of the young marrieds who find themselves trapped and desperate in the uncertainties of rhythm. The familiar story of five children in seven years can only be humorous to those who have not experienced a like situation. The choice before these couples is scarcely a choice at all: continue loving one another and gamble on the compounding of present difficulties, or become "resigned" to an unnatural state of abstinence which conflicts greatly with their desire and need for one another.

Affected, also, by the mystique of rhythm is another married group, too long ignored, those in the "dangerous age" between forty and fifty. Not facetiously is it called the dangerous age. Women, in particular, find that this is often a period of physical and psychological stress. Fearful that she is losing her attractiveness as she moves inexorably toward middle life, these married women need the assurance of their husband's love more than ever before. Rhythm is of doubtful assistance, because the overwhelming number of women who have had children do not wish to gamble on a pregnancy in their forties.

Even if they continue to abide with the practice of rhythm, the irregularity of the menstrual cycle not uncommon with the initial onset of menopause frequently throws the practice of periodic continence out of any reliable pattern of consistency. In the very period where love should grow and mature, it becomes instead seriously curtailed.

The married man in this troublesome period suffers no less, if for somewhat different reasons. His wife's fears and the resignation to an intolerable abstinence causes many men

to seek livable alternatives. Many of these alternatives are a wholesome form of sublimation, yet it is reasonable to believe that much of the infidelity and excessive resort to alcohol stems from a real or fancied suspicion of his wife's frigidity. Granting that in a number of cases these improper adjustments are not made, still one may find that couples in the forty to fifty age group too often find themselves in a climate of alienation typified by periods of "non-speak" or an interminable bickering in otherwise neutral situations. ■



Mr. Fitzgerald, who joined the La Salle faculty in 1952, this year received a Lindback Award for distinguished teaching. McGraw-Hill next year will publish his book, *To Love and To Be*.

The Plain Fact Is...

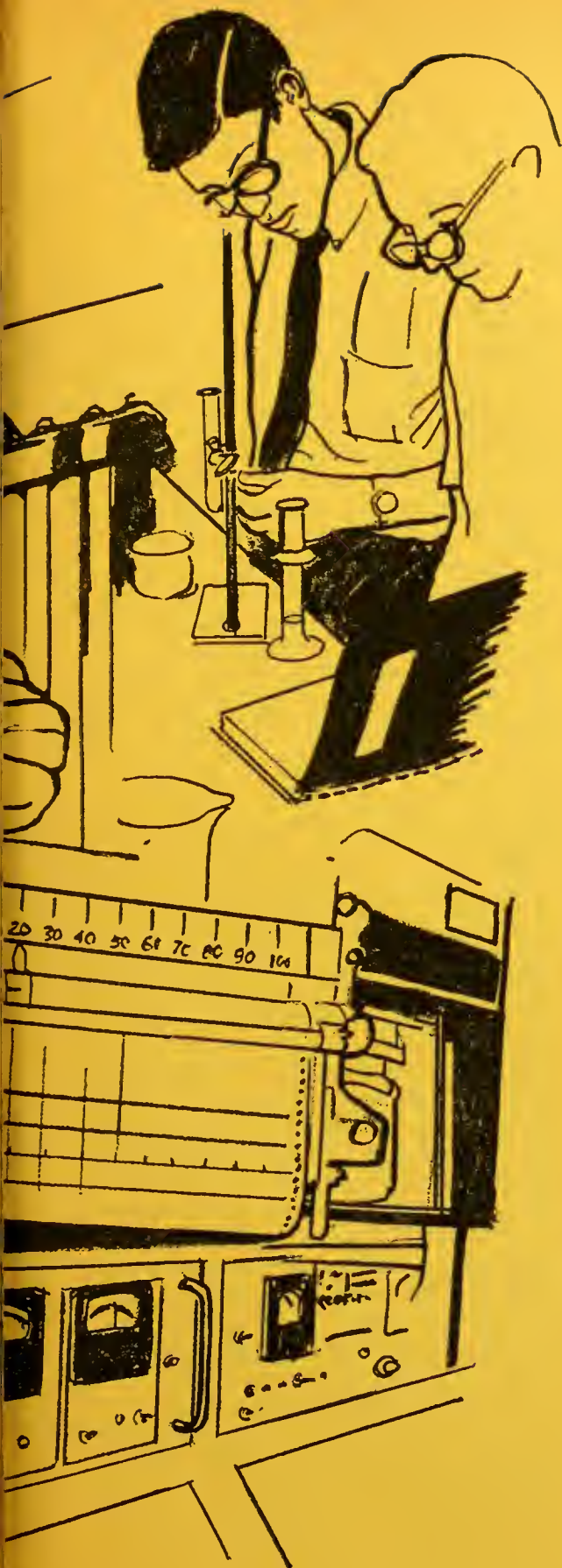
... our colleges and
universities “are facing
what might easily
become a crisis”

OUR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

—MCGEORGE BUNDY
President, The Ford Foundation



A Special Report



A STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

► A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

► A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

► A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

THE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges; state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us—off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment: *That the money is not now in sight to meet the rising costs of higher education . . . to serve the growing numbers of bright, qualified students . . . and to pay for the myriad activities that Americans now demand of their colleges and universities.*

Important programs and necessary new buildings are

ALL OF US are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.

—A university president

being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"—to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

► *From a university in the Ivy League:* "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

► *From a municipal college in the Midwest:* "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

► *From a private liberal arts college in Missouri:* "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

► *From a church-related university on the West Coast:* "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

► *From a state university in the Big Ten:* "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

► *From a small liberal arts college in Ohio:* "We are

on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

► *From a small college in the Northeast:* "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

► *From a state college in California:* "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

► *From a women's college in the South:* "For the coming year, our budget is the tightest we have had in my fifteen years as president."

WHAT'S GONE WRONG?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

► Hardly a campus in the land does not have a brand new building or one under construction. Colleges and universities are spending more than \$2 billion a year for capital expansion.

► Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

► Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

► State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967–68 total of nearly \$4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

► Endowment funds have more than doubled over the past decade. They're now estimated to be about \$5 billion, at market value.

► Federal funds going to institutions of higher education have more than doubled in four years.

► More than 300 new colleges and universities have been founded since 1945.

► All in all, the total expenditure this year for U.S. higher education is some \$18 billion—more than thirty times as much as in 1955.

Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

"The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world."

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great—but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew—but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented "knowledge explosion." More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

"Great gains have been made; the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and



Drawings by Peter Hooven

EACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

—A foundation president

laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future.”

Mr. Bundy says further:

“The greatest general problem of higher education is money The multiplying needs of the nation’s colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need.”

THE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student’s tuition and fees pay only a portion of the bill.

“As private enterprises,” says one president, “we don’t seem to be doing so well. We lose money every time we take in another student.”

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation’s universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.) Some of it goes for *indirect costs* (such “overhead” costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the institutions receiving federal research grants





must share in the cost of the research by contributing, in some fashion, a percentage of the total amount of the grant.

University presidents have insisted for many years that the government should pay the full cost of the research it sponsors. Under the present system of cost-sharing, they point out, it actually costs their institutions money to conduct federally sponsored research. This has been one of the most controversial issues in the partnership between higher education and the federal government, and it continues to be so.

In commercial terms, then, colleges and universities sell their products at a loss. If they are to avoid going bankrupt, they must make up—from other sources—the difference between the income they receive for their services and the money they spend to provide them.

With costs spiraling upward, that task becomes ever more formidable.

HERE ARE SOME of the harsh facts: Operating expenditures for higher education more than tripled during the past decade—from about \$4 billion in 1956 to \$12.7 billion last year. By 1970, if government projections are correct, colleges and universities will be spending over \$18 billion for their current operations, plus another \$2 billion or \$3 billion for capital expansion.

Why such steep increases in expenditures? There are several reasons:

- ▶ Student enrollment is now close to 7 million—twice what it was in 1960.

- ▶ The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.

- ▶ An unprecedented growth in faculty salaries—long overdue—has raised instructional costs at most institutions. (Faculty salaries account for roughly half of the educational expenses of the average institution of higher learning.)

- ▶ About 20 per cent of the financial “growth” during the past decade is accounted for by inflation.

Not only has the over-all cost of higher education increased markedly, but the *cost per student* has risen steadily, despite increases in enrollment which might, in any other “industry,” be expected to lower the unit cost.

Colleges and universities apparently have not improved their productivity at the same pace as the economy generally. A recent study of the financial trends in three private universities illustrates this. Between 1905 and 1966, the educational cost per student at the three universities, viewed compositely, increased 20-fold, against an economy-wide increase of three- to four-fold. In each of the three periods of peace, direct costs per student increased about 8 per cent, against a 2 per cent annual increase in the economy-wide index.



Some observers conclude from this that higher education must be made more efficient—that ways must be found to educate more students with fewer faculty and staff members. Some institutions have moved in this direction by adopting a year-round calendar of operations, permitting them to make maximum use of the faculty and physical plant. Instructional devices, programmed learning, closed-circuit television, and other technological systems are being employed to increase productivity and to gain economies through larger classes.

The problem, however, is to increase efficiency without jeopardizing the special character of higher education. Scholars are quick to point out that management techniques and business practices cannot be applied easily to colleges and universities. They observe, for example, that on strict cost-accounting principles, a college could not justify its library. A physics professor, complaining about large classes, remarks: “When you get a hundred kids in a classroom, that’s not education, that’s show business.”

The college and university presidents whom we surveyed in the preparation of this report generally believe their institutions are making every dollar work. There is room for improvement, they acknowledge. But few feel the financial problems of higher education can be significantly reduced through more efficient management.

ONE THING seems fairly certain: The costs of higher education will continue to rise. To meet their projected expenses, colleges and universities will need to increase their annual operating income by more than \$4 billion during the four-year period between 1966 and 1970. They must find another \$8 billion or \$10 billion for capital outlays.

Consider what this might mean for a typical private



university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution's budget is now in balance. Its educational and general expenditures total \$24.5 million a year.

Assume that the university's expenditures per student will continue to grow at the rate of the past ten years—7.5 per cent annually. Assume, too, that the university's enrollment will continue to grow at *its* rate of the past ten years—3.4 per cent annually. Ten years hence, the institution's educational and general expenses would total \$70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

"If the income from private sources grew at the *higher* rates projected," says the analysis, "it would increase from \$24.5 million to \$50.9 million—leaving a deficit of \$19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only \$43 million—leaving a shortage of \$27.8 million, ten years hence."

In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

"Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag."

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions' expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the "quality deficit" in public higher education will reach \$2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions' resources, says the Wisconsin study, "may not prove equal to the task."

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

WILL THE FUNDS be found to meet the projected cost increases of higher education?

Colleges and universities have traditionally received their operating income from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation's college and university presidents.

► **Tuition and fees:** They have been rising—and are likely to rise more. A number of private "prestige" institutions have passed the \$2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal oppor-

TUITION: We are reaching a point of diminishing returns. —*A college president*

It's like buying a second home. —*A parent*

tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are “pricing us out of the market.” Said one: “As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns.”

Parents and students also are worried. Said one father who has been financing a college education for three daughters: “It’s like buying a second home.”

Stanford Professor Roger A. Freeman says it isn’t really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of \$15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been “substituting relatively low-cost institutions” because of the rising prices at some of the nation’s colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

“We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of \$50,000 or more.”

► **State appropriations:** The 50 states have appropriated nearly \$4.4 billion for their colleges and universities this year—a figure that includes neither the \$1–\$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account

for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can’t and won’t, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education’s needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: “The appraisal of a state’s fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem.”

Ultimately, in short, the decision rests with the taxpayer.

► **Voluntary private gifts:** Gifts are vital to higher education.

In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called “a margin for excellence.” Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated \$300 million to education





in 1965-66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes—well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of \$4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965-66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the \$1.2 billion given to higher education—a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of \$61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about

ON THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.

—A college president

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965-66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foreboding of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

FEARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the ques-

tion of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing



COLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

IN SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

► **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

► **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

► **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enroll-

ments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

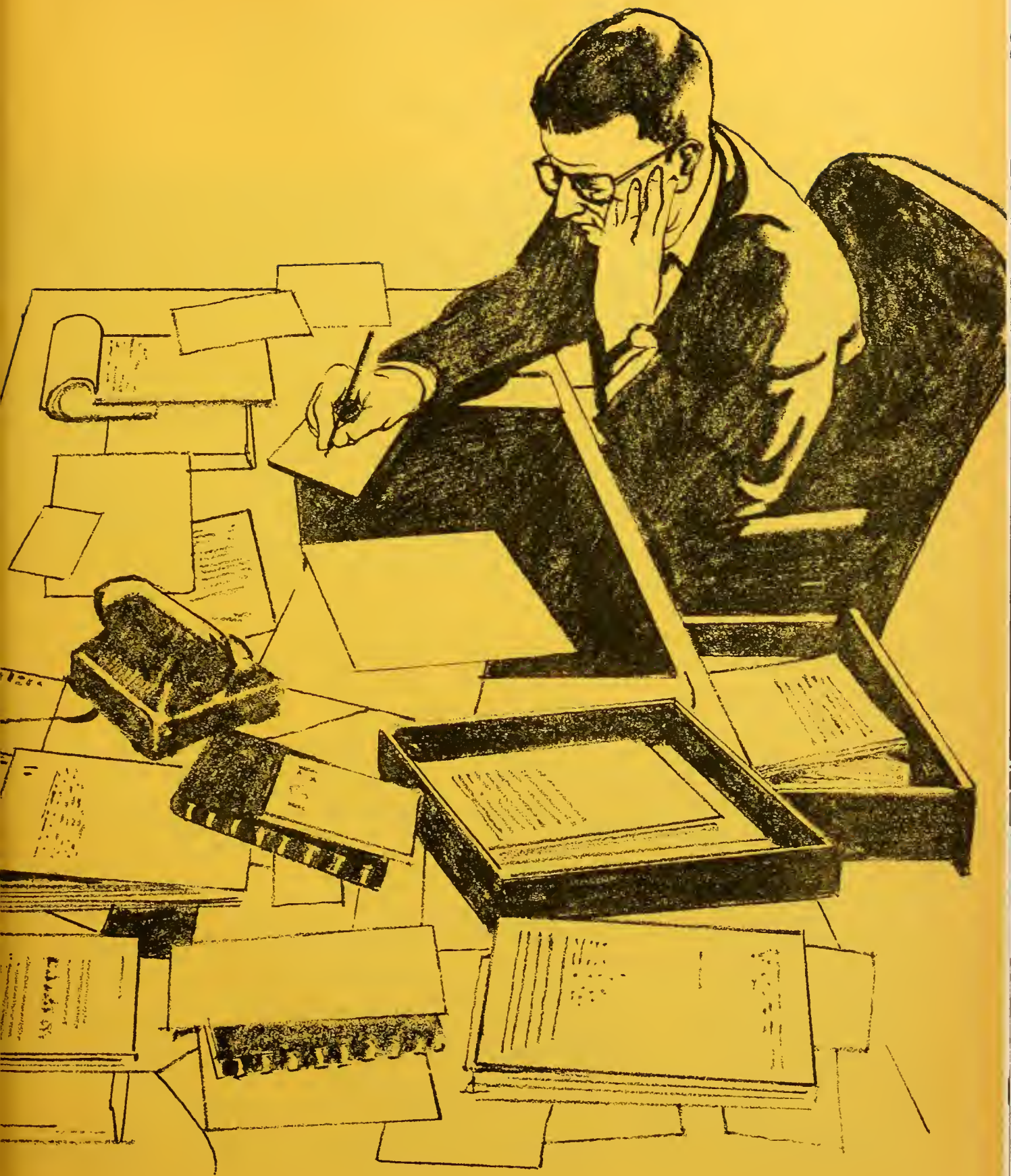
IF THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

► How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader



NOTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms.

—A university president

provide "an educational system adequate to enable us to live in the complex environment of this century?"

► Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can* we?

► How can we provide every youth with as much education as he is qualified for?

► Can a balance be achieved in the sources of higher education's support, so that public and private institutions can flourish side by side?

► How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country's citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: "Among state universities, nothing is more important

than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms."

A private college president said: "The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give."

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

► 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

► 59 per cent of persons with incomes of \$10,000 or over do not think higher education has financial problems.

► 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America's colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education's impending crisis, then the problems of today will be the disasters of tomorrow.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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Around Campus

A 'dull' game. Or is it?



McDonnell ball: 'I like to get in the game as much as possible.'

TO MANY fans, baseball is no longer our national pastime. The game has become a dull contest of pitch and catch . . . wait while the pitcher carefully adjusts his cap . . . pitch again . . . wait while the batter steps out of the box to clean the dirt off his spikes . . . pitch again and maybe—just maybe—a swing and some action for precious seconds. Some statisticians have estimated that about 12 to 15 minutes of actual, live action is crammed into a two-and-a-half-hour ballgame. Which explains the increasing popularity of "fast-moving" sports such as basketball, pro football and ice hockey—all colorful panoramas of speed, contact, action and thrills.

Baseball isn't like that at La Salle, however, as long as Gene McDonnell, 35, is sitting in the dugout. Besides being one of the most successful sports coaches on campus for the last decade, Explorer baseball has also been one of the most exciting. The quality isn't major league, but you'll find McDonnell employing all the strategy used in the "biggies." Unlike the big leagues, La Salle's baseball is all hustle—plenty of running,

taking the extra base, stealing, suicide squeezes, etc.—devices that not only bring fans down to the field, but also win ball games.

McDonnell, a talented Irishman who had everything going for him except size as a player, has been molding promising ballplayers into winning combinations at La Salle since 1959. Gene has won more games than any other Explorer baseball coach (ten year record: 112-73-2). He was the first to get La Salle into the NCAA baseball Tournament (1963). His 1966 team set a school record for most victories in a single season (15) and his 1965 and 1966 squads took the school's first Big Five baseball crowns.

McDonnell literally eats, sleeps and dreams the sport. He captained La Salle High's 1951 city baseball champions, then came to the college where he never missed a game at shortstop in four years. After graduation in 1955, he spent the next two years in the service, most of it playing baseball at Forts Dix and Monmouth. Gene was good enough to be named to the First Army All Star

team after hitting .375 in 1956 and .391 in 1957. He faced some pretty good competition, too. One opponent was Chicago Cubs' outfielder Al Spangler; another, present Houston pitching coach Jim Owens.

McDonnell replaced Jim Pollard at La Salle in 1959. Since then he's been promoting the sport like no other college coach in the area. Five years ago, he inaugurated fall practice and was overwhelmed by an enthusiastic turnout as 70 candidates spilled out onto the practice field. The idea has been a tremendous timesaver. He now makes the majority of his squad cuts in October and spends the limited pre-season practice time in the spring working on fundamentals and playing intra-squad games.

Twice in the past five years McDonnell has guided his players in fund-raising efforts to finance excursions to Florida for spring training. His teams have not only gotten in shape earlier but have beaten such teams as Miami, Tampa and Florida Presbyterian, despite the fact that their opponents had been playing regularly for over a month. La Salle's

two year record in Florida was 6-2.

As impressive as Gene has been in promoting the game, his most striking asset concerns his *playing* the game. He's totally involved; his players are alert, always looking for the break, taking bases that don't belong to them, making the big play to crush the spirit of the opposition.

"I like to feel that I'm part of it . . . I like to get in the game as much as possible," he says. "I want them (the players) to know that I'm with them on every pitch. To the average fans, baseball is a dull game. I like to have something going on. I want my kids aware . . . very alert all the time."

Some observers estimate that half of Gene's 112 career wins have come from this keen awareness on the part of his ballplayers — particularly from sharp baserunning. The Explorers broke open this year's Rider game by running the defending NCAA District II champs silly. They stole a few bases, stretched a few singles into doubles and the next thing you knew the Broncs were throwing the ball all over 20th and Olney. The result was a six run inning and a 13-5 triumph.

One of McDonnell's favorite tactics is the suicide squeeze with runners on second and third. The amazing thing about the play is that usually both runners score. Gene doesn't hesitate to use the running game in the late innings of a close ballgame. Which is one reason the Explorers set a La Salle record for stolen bases in one year (64 out of 69 attempts) in 1968. "If it's a tie game and McDonnell has the last bat, La Salle's gonna win," says one area big league scout. "It's as simple as that."

McDonnell doesn't proclaim to be doing anything fancy with his dashing diamond style. "We had to run because we didn't hit last year (1967)," he says. "You've gotta go with the type of club you have."

Gene's club this year had speed, good hitting and defense, but the pitching wasn't as strong as it had been in the past. "They were an alert group, though," he says. "They didn't miss one sign all year and I was using the toughest set of signs I ever had."

McDonnell disagrees with the theory that today's athlete isn't as "hungry" or lacks the desire of his counterpart of a decade ago. "Kids today, at least the ones I've had, are as hungry or hungrier and work just as hard as they did before," he says. "Today there is more opportunity for them in baseball . . . expan-

sion has created more major league jobs. Ballplayers are better today. Statistically it's been proven that they're stronger and faster, equipment and facilities are better."

Gene concedes that one of the most important aspects of coaching is recruiting the right type of ballplayer. "I've made mistakes," he says, "but overall I've been pretty lucky. I want kids who want to play ball and I've been blessed with a good bunch of boys. I've had a few fiery kids, but everyone is an individual. You don't handle a situation the same way twice. It all boils down to attitude. Most of my ballplayers play all summer because they like the game. They enjoy all day workouts and Sunday practice."

McDonnell says that he has learned quite a bit of baseball from watching such major league managers as Gene Mauch and Herman Franks. "Mauch really knew his baseball," he says. "Whether he could handle men is another point, but there is no doubt he knew the finer points." McDonnell did ten weeks of graduate work in San Francisco in 1965 and spent most of his off hours at Candlestick Park watching the Giants. "Franks is a good example of letting the type of ballplayer you have dictate your strategy. In '65 he had the sluggers and never bunted; now he does."

Once seemingly doomed as a collegiate spectator sport, baseball on campus appears to be on the upswing. Crowds in the hundreds are now commonplace for regular season games. Over 58,000 spectators watched Southern California win the NCAA College World Series, in Omaha this June.

Although the first La Salle baseball game on record occurred in 1922 when the Explorers beat Manhattan College, 22-7, the college did not play a regular inter-collegiate schedule until 1947. Bill Magarity and present swimming coach Joe Kirk split the coaching duties that year. Bill Haeffner was named coach the following spring and compiled a 43-35 record over the next five years. Frank Hoerst ('40), the only La Salle graduate who made it to the big leagues (Phillies pitcher) and a member of the Alumni Hall of Athletes, returned as the Explorer coach in 1953 and turned out consistent winners until 1958, when basketball coach Jim Pollard took over for a year.

Down through the years, other Explorer stars have been signed by major league teams. Jim Covello ('52), a good hitting pitcher, played in the old New

York Giants' chain. Outfielder Han DeVincent ('56), a member of La Salle's Alumni Hall of Athletes, received a big bonus from Cincinnati. Today he's a M.D. Catcher Ed Czerniakowski ('58) was a St. Louis Cardinal bonus baby. Today he's a dentist. Connie Newma ('60), an outfielder-first baseman-pitcher for McDonnell, also signed with the Cardinals and played in the minors with such players as Tim McCarver and Doug Clemens. First baseman Joe Trope ('61) was one of the first players signed by the new Houston franchise.

It's conceivable that some of La Salle's present ballplayers could sign with the major leagues. "Players like Bob Barrett and Billy Bradshaw have everything going for them except size," says McDonnell. "But others have made it with size against them."

Barrett, "the best two strike hitter I've ever seen in college baseball," according to his coach, led the Explorers in hitting this year with a .382 average. He's only a sophomore and he can play a variety of positions. Bradshaw, who played for former Explorer baseball star Tom (Guy) Sottile ('55) at Bishop Duff High, Niagara Falls, hit .360 and tied for team RBI honors with 17. The slick fielding second baseman also set an individual La Salle stolen base mark (13). Previous record holder? McDonnell with 12 in 1955. Another good prospect may be junior catcher Ed Roberts, who hit .375. And how many major league teams need good hitting catchers?

"I think that the major leagues will be relying on the colleges for talent quite a bit more in the future," says McDonnell. "College baseball definitely helps the pros," says former Phillies scout John (Jocko) Collins, presently a member of La Salle's basketball staff. "There is much more interest today; the caliber of coaching is better and the players are improving all the time."

Collins, who signed such Phillies standouts as Chris Short and Johnny Briggs, doesn't think that college baseball will replace the minor leagues as the training ground for future major leaguers.

"College ball is not the answer because a prospect must play at least 100 games a year to improve," says Jocko. "After all, the primary goal of college is education. Prospects should get that first and worry about playing full time later."

Of course, college playing experience doesn't hurt. Especially when Gene McDonnell's running the dugout.

R.S.I

Academic Building Set; Campus' Biggest

LA SALLE Will build a \$3.3 million classroom building that will include a planetarium, it was announced this summer.

Construction of the building (see photo with cover story), which was designed by Carroll, Grisdale and Van Alen Architects, is expected to begin this fall. Completion is expected by 1970. It will be completely air conditioned.

The 100,000 square foot structure, which will be the largest building on the campus, will be a three-story edifice constructed of brick and pre-cast concrete.

The academic building will be erected within the campus, some 100 yards south of Olney ave., on La Salle property between the College Union Building to the west and Central High School's property to the east. Entrances will be on the west side facing the Union Building.

In addition to the planetarium, which will be a two-story portion of the structure containing domed projection screen and seating 60 persons, the building will contain some 200 rooms—more than 8,000 square-feet for academic activities.

The building will house 38 classrooms, all facing on the east side of the structure, 24 of them seating 30 students, another 12 for 40 persons, and two holding 55 students. There will also be one main lecture hall with a 180-seat capacity. All classrooms will have overhead projection facilities.

Other major components of the building will be more than 100 faculty offices, each designed for single occupancy, three faculty project rooms, three faculty meeting rooms, and five secretarial offices.

The building will also house a new language library, replacing one now located in Wister Hall, and two language laboratory classrooms. In addition, eight seminar rooms, seven study rooms, and statistical laboratory will be included. Seven La Salle departments will occupy the building—economics, education, English, history, languages, political science and sociology. Provision for future installation of a communications center with closed circuit television facilities have also been provided.

'Obey, Enforce, Defend'

U. S. SUPREME COURT Justice (Ret.) Tom C. Clark has called for "an end to the debasement of law and constituted authority."

Justice Clark addressed some 400 honor students, faculty and parents at the College's annual Founder's Day honors convocation on the campus this spring.

La Salle President Brother Daniel Bernian, F.S.C., conferred honorary doctor of laws degrees upon Justice Clark, H. Ladd Plumley, chairman of the National Council on Crime and Delinquency and board chairman, State Mutual Life Insurance Co. of America, and Mrs. Curtis Bok, prominent civic leader.

Two \$750.00 cash awards for "distinguished teaching"—made possible by a grant by the Christian R. and Mary F. Lindback Foundation—and some 35 student prizes for academic excellence were also presented at the convocation, which marks the feast day of St. John Baptist de La Salle, founder of the Brothers of the Christian Schools.

Recipients of the 1968 Lindback awards were Eugene J. Fitzgerald, '51, an associate professor of philosophy, and John J. Keenan, '52, associate professor of English. They are the 23rd and 24th recipients since the awards were initiated in 1961.

"The lesson today is clear," Justice Clark said. "We must preserve, protect and defend our Constitution. This is our great and solemn duty. It is not the Constitution, the law as the individual would like to have it, but *as it is*, that

we must respect, obey, enforce and defend.

"The recent wave of civil disobedience," he added, "of trespass and illegal possession of private and public property; of riots and burning, looting, and maiming, is contrary to the great tradition left us by the founders. It can but undermine the institutions that they have founded.

"History teaches us that law and order is the greatest bulwark of individual liberty," Justice Clark continued. "It defines and protects every man's individual rights, but it also imposes individual responsibility on every man to respect and recognize the individual rights of others.

"Where law ends, tyranny begins," Justice Clark concluded. "But where law is respected and enforced, freedom lives. Law is the *sine qua non* of a free society. It is, therefore, for us to bring an end to this debasement of law and constituted authority. It is the duty of you—and you—and you."

Biostation Dedicated: 'A Matter of Survival'

"THIS dedication marks a first step on the long road to victory over water pollution," Lt. Gov. Raymond J. Broderick told a La Salle audience in May.

Broderick was principal speaker at the dedication of the College's new Penllyn Biostation at ceremonies held in the Pen-



Brother Bernian (left) and degree recipients Clark, Plumley and Bok.

Illyn Natural Area, Penllyn Blue Bell Pike at Wissahickon Creek, Montgomery County.

Some 100 persons attended the ceremonies in which La Salle President Brother Daniel Bernian, F.S.C., Thomas Dolan, president of the Wissahickon Valley Watershed Assoc., and Dr. John S. Penny, chairman of La Salle's biology department also took part.

The biostation, erected through grants by the Gulf Oil Corp. and the Scholler Foundation on land donated by the Watershed Assoc., consists of a large laboratory equipped with instruments for ecological studies of the stream's rate of flow and purity.

"People everywhere must be made aware that public health, industrial development and recreation all go hand in hand with an adequate supply of good water," Broderick asserted. "Without adequate research facilities, man cannot properly plan to adjust to his environment. This Biostation offers an unparalleled opportunity to study the influence of suburbia on such matters as erosion, land use, and pollution.

"As long as water runs down hill," he continued, "as long as rivers ignore political boundaries, water pollution is everybody's problem. In fact, water, our most precious commodity, is probably our most serious public works problem. Why? It is a matter of survival."

"The good sense of this effort is obvious," Broderick concluded. "The good health which will result will make our world a better place in which to live."

Grads Told: Seek 'Quality' in Life

AN EMINENT historian called upon La Salle graduates to pursue "the quest for quality in American life" and derided "students who would rather throw rocks than study; professors who consider themselves above teaching."

Dr. Eric F. Goldman, Rollins Professor of History at Princeton University, gave his remarks in the commencement address to some 750 graduates at the College's 105th commencement exercise attended by some 10,000 parents and friends at Philadelphia Civic Center (Convention Hall).

Brother Daniel Bernian, F.S.C., La Salle president, conferred the bachelor's degrees and four honorary doctoral degrees. Honorary doctor of laws degrees were conferred upon the Rt. Rev. Robert L. De Witt, Bishop of the Episcopal Diocese of Pennsylvania, and the Hon. Charles Klein, president judge of Phila-



Faculty fathers and graduate sons (from left): Claude and Michael Koch, John and James McCloskey, and Victor Brooks with Victor, Jr.

delphia Orphan's Court. Dr. Raymond A. Dart, a South African anthropologist, received a doctor of science degree, and the Rt. Rev. Msgr. Michael J. Dean, principal of Cardinal Dougherty High School, accepted an honorary doctor of pedagogy degree.

Dr. Goldman, who was a consultant to President Johnson from 1964-66, cited the "brilliant success" of the material achievements of America, and added "... it is only the fey and supercilious who would look down upon it."

"In the coming decades," he continued, "this drive should and will go on, particularly to bring within the canopy of affluence those who have been left outside. Inevitably, it will concentrate on the Negro, who has so plainly been the step-child of American opportunity.

"Yet the evidence is accumulating," Dr. Goldman asserted, "that the pursuit of quantity will be accompanied by another urge—the quest for quality in American living. A large part of our population has reached the point where a comfortable degree of food, clothing, and housing seem secure. They are reaching out to make everyday life fuller, more interesting, more colorful, more aesthetically satisfying.

"This word 'quality,' like all evocative phrases, can be used to cover a multitude of nonsense, some of it dangerous nonsense," he stated. "It does not

mean—and most of the oncoming generation do not mean by it—students who would rather throw rocks than study; professors who consider themselves above teaching; ladies in the suburbs who, proclaiming their interest in art, ignore the slums around the corner; or a whole strand in American thinking which persists in a limped, fatalistic view that a nation cannot be thoroughly democratic and materially comfortable and still develop exciting ideas, attitudes, and arts."

"The genuine quest for quality," Dr. Goldman concluded, "shows itself in the students who engage in responsible forms of the questioning of established institutions; the new breed of professors who recognize that they have a responsibility to their surrounding communities as well as to the length of their bibliographies; the educators who seek not only more school buildings but enrichment and sharpening of what is taught. . ."

JFK Data Asked

A GROUP of La Salle students this spring circulated a petition at a dozen area colleges and universities for President Johnson to release all confidential information related to the assassination of John F. Kennedy.

La Salle's political science association opened the signature drive, which included campaigns at the University of Pennsylvania, Temple University, Haver-

ord College, Villanova University, Bryn Mawr College, Rosemont College, Philadelphia Community College, Chestnut Hill College, and Harcum Junior College.

The La Salle petition, which was used by students at each of the schools, called upon President Johnson to (1) release all relevant information in the National Archives . . . and all other pertinent information in the possession of the government concerning the assassination . . . and (2) "convince (Time Inc.) of the importance of the Zapruder film and the necessity in having this basic documentation of the actual killing scrutinized by the American public for the purpose of arriving at an informed opinion in a democratic fashion."

"It is our conviction," the petition stated, "that the official explanation of the assassination of President John F. Kennedy fails to provide an accurate and complete explanation of this historical event. . ."

Salisbury Honored

HARRISON E. Salisbury, assistant managing editor of the New York Times, received the 20th annual Journalism Award of the college's weekly student newspaper, *The Collegian*, at the paper's annual banquet this spring.

Salisbury, who won a Pulitzer Prize in 1955 for his work as a correspondent in the Soviet Union, is the second Times writer to receive the plaque, which has been given annually since 1949 for "outstanding public service in the field of journalism." James Reston was honored in 1962.

A new award recognizing the contributions of a local newsmen was given to Taylor Grant, news commentator for WFLN-FM radio. Collegian editor Thomas J. Smith presented the awards to Salisbury and Grant.

Previous recipients of the Collegian Award include Ed Sullivan (1949); Bob Conside (1951); Edward R. Morrow (1964); Jim Bishop (1956); Chet Huntley (1958); Walter Cronkite (1960); David Brinkley (1961); Charles Collingwood (1963); Art Buchwald (1964) and last year's recipient, *Bulletin* columnist Andy Grady.

Gunpowder 'Glorified'

A CIVIL rights leader told a La Salle audience this spring that black and white people must work together to end violence in America.

Phillip H. Savage, tri-state director of the National Association for the Advancement of Colored People, addressed a capacity audience of 450 students and faculty at one of four Masses held at La Salle in memory of the Rev. Martin Luther King.

"This is an occasion that brings us together, black and white, while we should have done so long ago," Savage said. "It is an occasion for apology for all we have not done, an apology for all of our churches, social agencies, institutions, homes, cities and states, which failed to heed the call of this great man (Dr. King). An occasion for forgiveness for conditions that snuffed-out the life of this great man.

"We have glorified gunpowder and weapons of violence," Savage contended. "We have sanctified violence as a means to change. We have not emphasized justice and hope, instead we have elevated on the altars of our institutions the primacy of property over human rights."

"Your black brethren want only one thing from our society," Savage added. "He wants respect, opportunity and responsibility. He wants the thought of color itself to be secondary, if any consideration at all. I have no hope for this society unless our people are not transformed into a force that will change the attitudes of our society.

"I urge you white people to examine yourselves," he concluded. "Look at yourselves in the mirror and wash away all bitterness, suspicion, hatred, and a holier-than-thou attitude that reinforces old prejudices."

Coach Dougherty Resigns

JOE DOUGHERTY, the college's varsity crew coach since 1961, has announced

his resignation because of the pressures of outside business interests.

In accepting the resignation, Athletic Director James J. Henry said: "We are sorry to lose a coach with the fine qualities of Joe Dougherty, but we realize that his business interests and good health must come first."

In eight years at the helm, Dougherty guided La Salle varsity eights to a 45-32 (.584) won-lost record. In 1966 and 1967, Explorer varsity shells had a combined 22-5 record. La Salle had a 7-5 regular season record this year before finishing fifth in the semifinals of the Dad Vail Regatta. No successor has yet been named.

Summer Programs

A COUNSELING workshop for religious superiors, a special "enrichment" program in graduate theology and eight new evening courses highlight the College's summer session this year.

La Salle's psychology department sponsored the counseling workshop, at which several nationally prominent counselors and psychologists were faculty members in the program for religious superiors of Brothers' orders.

The theology "enrichment" program was offered principally for members of religious orders who hold master's degrees in theology, although this was not a prerequisite. The program consisted of three credit hours of lectures, a three credit seminar and weekly discussion groups. The faculty included Dr. Victor Preller, of Princeton University, and Brother Michael Kerlin, F.S.C., Ph.D., of La Salle.

Among the new evening college courses this summer were History of Greece and

MOVING?

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Rome; Readings in Drama; Psychology of Adjustment; Industrial Psychology; Social Deviancy and Social Disorganization; Interdepartmental Readings; Nineteenth Century British Literature, and American Federal Government.

161 Wives Feted

WIVES of 161 College day and evening division seniors received "Ph.T.—Putting Him Through" degrees at La Salle's 15th annual Ph.T. ceremonies.

Aurelia K. Brooks, mother of four children whose husband, Dr. Victor Brooks, has been a member of La Salle's evening division staff since 1955, received the annual special Ph.T. award "with distinction" at the event, which recognizes the wives' assistance in their husband's pursuit of a bachelor's degree.

Margaret Mary Kearney, educational director for WCAU-TV, gave the principal address, and Brother Daniel Bernian, F.S.C., La Salle president, conferred the "degrees." Brother Emery Mollenhauer, F.S.C., evening division dean, presented the candidates.

NSF Summer Grant

LA SALLE's biology department has been awarded a \$7,513 National Science Foundation grant for a summer training program for 24 outstanding high school science students.

A new facet of the 1968 program is the addition of 10 "average" students not supported by the NSF grants. The innovation is aimed at identifying possible hidden talent and the acceleration of their development in scientific studies.

Twenty-four superior 10th and 11th grade pupils from public and private high schools were selected for the co-educational project, which this summer concentrated on the field of microecology. The program is designed to "identify and encourage superior high school students who have an excellent potential of becoming scientists."

Navy's Choice

A LA SALLE administrator was among nine civilians and U.S. Navy food service executives chosen to select the Navy's best food preparation unit.

William A. Hall, who has been director of food services at La Salle since 1952, was one of five civilians who embarked on a six-week tour of Navy installations around the world to choose the 1968 recipient of the Navy's Ney

Memorial Award, which will be given to the unit judged best among 12 finalists.

The itinerary included a 40,000 mile journey, which concluded in mid-July. The judges visited naval installations in Hawaii, Guam, the Philippines, San Francisco, San Diego, Puerto Rico, Norfolk, and in the Mediterranean area.

PPC Aims Endorsed

THE COLLEGE Council of La Salle, chief policy-making body of the College, unanimously endorsed the objectives of the Poor People's Campaign and contributed \$1250 to the effort.

The action and gift were announced by Brother Daniel Bernian, F.S.C., La

Salle president, who said that the Council "gave its overwhelming support to the objectives of the March to eradicate poverty in America."

The gift included \$1000 for the Southern Christian Leadership Conference sponsor of the nationwide campaign, and \$250 to La Salle's student drive, headed by Owen Montague and George T. Eckenrode, both juniors.

The Council is composed of the chief administrative officers of the College—the president, four vice presidents, and deans—and three elected members from the Faculty Senate. Earlier this spring both the student council and faculty senate had endorsed the aims of the SCLC campaign.

Pochti kazhdi dyi chitaet . . .



'Lady,' 'Kate,' Music Theatre '68 Hits

La Salle College's Music Theatre '68 is presenting two of Broadway's all-time hit musicals, "My Fair Lady" and "Kiss Me, Kate," as the company enjoys its seventh successful season.

"Kate" opens Aug. 16 and continues six nights weekly through Sept. 8 in the air-conditioned College Union Theatre on the campus. Performances are at 8:30 P.M., Tuesday through Friday, at 6 and 9:30 P.M. (two shows) Saturday, and 7 P.M. Sunday. No performance is given Monday.

Managing Director Dan Rodden's 1968 staff includes Music Theatre veterans Sidney MocLeod, technical director; Gerard Leahy, who designed sets and costumes, and musical director Anthony Mecoli. Joining the company for their first season are choreographers Mary Woods Kelly and Robert Wilson. Peter E. Doyle is assistant managing Director.



CLASS NOTES

'23

FRANCIS J. MCCUSKER, former president of the Washington, D.C., alumni chapter, died November 10, 1967.

'26

FRANCIS J. BRACELAND, M.D., was presented the eighth annual Academy award from the Academy of Religion and Mental Health at ceremonies held in New York. The yearly award is presented for outstanding leadership in developing closer relationships among clergymen and psychiatrists.

'38

HERMAN D. STAPLES, M.D., a nationally known psychoanalyst, was recently a panel participant in a forum held at West Chester State College, which considered some of the most basic issues confronting educators and mental health workers.

'39

GERARD A. TIEDEKEN received his master of education degree from Rutgers University on May 29.

'42

Dr. HENRY J. SCHNEIDER has been appointed manager of the special products department of Rohm and Haas Co., Philadelphia.

'47

JEROME H. PARK was recently appointed director of merchandising for Hamilton Watch Co.

'48

BERNARD RAFFERTY was elected president of the La Salle College Education Alumni Association on July 1, 1968.

'49

Major WILLIAM H. BLANKFIELD, JR., has received his third Air Force Commendation Medal at Offutt AFB, Neb., for meritorious service as commander of the 1982nd communication squadron at Ubon Royal Thai AFB, Thailand. CARMEN F. GUARINO, chief of the water pollution control division of Philadelphia, reported on computer data logging at the Water Pollution Control Federation meeting in N.Y. CHARLES E. MCSHANE has been named manager of the agency department of the Boston casualty and surety division office of Aetna Life and Casualty.

'50

RICHARD BECKER was elected vice president of the La Salle College Education Alumni Association

on July 1, 1968. JAMES F. BROWN has been named divisional sales manager, Baltimore division of the Reynolds' Metals Co., Towson, Md. LEON STALLINGS, head of the experimental lubricants branch of the Aero-Materials Department, has published a paper entitled "The Four Ball Wear Test," which appears in the February 1968 issue of the *NLGI Spokesman*.

'51

JAMES B. CREGAN, assistant financial secretary of Provident Life Insurance Co., Philadelphia, has been awarded the professional designation of chartered financial analyst by the Institute of Chartered Financial Analysts. JOSEPH PITELLI was recently appointed assistant professor of business at Philadelphia Community College.



Alumni President Daniel Kane, '49, (left) presents Hall of Athletes trophy to 1968 entry, Frank O'Hara, '54.

'52

Maj. JOHN E. HATCH, a navigator, was recently assigned to a unit of the Strategic Air Command and is now stationed at Westover AFB, Mass. Army Lt. Col. JOSEPH G. MCGLADE graduated from the U.S. Army command and general staff college on June 7 at Ft. Leavenworth, Kan. Maj. JOSEPH E. MARTIN received the Air Medal at Norton AFB, Calif., recently. Major Martin, also a navigator, was cited for his outstanding airmanship and courage on successful and important missions under hazardous conditions. EDWARD W. WALLACE has been named to attend a one year graduate course of study in procurement and contracting at George Washington University. He is now a supervisory procurement agent at the Defense Industrial Supply Center, Philadelphia.

'5

BART BROOKS has been named principal Brick Township High School in Ocean County, N.J. ROBERT J. CROSBY has just established his own firm known as Crosby & Co., in West Chester, Pa., and is engaged in providing consulting services to companies in the aerospace industry. JAMES V. DOLAN, who recently announced the formation of a partnership for the practice of law under the firm name of Walsh & Dolan in Fort Lauderdale, Fla. was elected to the National Board of the National Council of Catholic Men at the conference in Pittsburgh.

'54

DAVID W. BRUHIN has been appointed to the staff of the American Society of Chartered Life Underwriters as managing editor of publications. Dr. HARRY J. WHITE, vice president of the alumni association, has moved from coordinator of Ph.D. recruiting at Rohm & Haas Co., to assistant department manager in charge of all professional recruitment. *Birth:* To FRANCIS P. LOEBER and wife their first child, Francis, Jr.

'5

MARTIN J. CONNOR, JR., formerly accounting policy coordinator, was named to manage financial reporting at Atlantic Richfield Co., Philadelphia. THOMAS F. GRACE was appointed travel counselor at Penn Cent Travel, Inc. Maj. JOSEPH L. HUNTER recently graduated from the Army Command and General Staff College at Ft. Leavenworth, Kan. JOHN JOSEPH PAUL KRIEG died suddenly last May. EDWARD G. MEKEL, a partner in the law firm of Duden & Galbally, was sworn in recently as deputy chief commissioner in charge of registration in Philadelphia. WILLIAM J. MURPHY received his master of business administration from Drexel Institute of Technology on June 15. HENRY T. WILKINS was among 17 new members who were initiated into Phi Delta Kappa, honorary education fraternity at Shippensburg State College.

'56

FRANK S. BLATCHER recently completed requirements to be certified a life member of the Million Dollar Round Table. Maj. JAMES H. BREEN was awarded a certificate of achievement while a student at U.S. Army Command and general staff college at Ft. Leavenworth, Kan. GEORGE W. DARLINGTON has recently been appointed assistant vice president of the Monroe Security Bank & Trust Co., Stroudsburg, Pa. LEWIS C. MORSE has been appointed director of research at



Alpha Epsilon President Maurice Kelley (left) welcomes new honorary AED members (from left): Rev. Regis Ryan, Rev. Raymond Halligan, Brother C. Gresh, Bernard McCormick, Robert Courtney, and Brother M. Stark.

new production development in the technical research group division of Control Data Corp.



LEWIS C. MORRIS

'57

DANIEL AVENA was elected president of the Lineland, N.J. Jaycees at a dinner meeting last May. A member since 1961, Avena had previously held the posts of secretary, treasurer, executive vice president and member of the board of directors. LAWRENCE V. BATHORF has been promoted from senior revenue officer to chief, special procedures in the office of international operations, Internal Revenue Service. Maj. CHARLES A. BEITZ, JR., who holds three awards of the Air Medal, two awards of the Army Commendation Medal and the Bronze Star Medal, assumed command of the 264th Maintenance Battalion Ft. Riley, Kan.

'58

RA DAVIS, three time Olympic star and one of the greatest athletes in La Salle history, has returned to the Explorer's staff as assistant track and cross country coach. R. ALLAN CURRANT, III, received his master of library

science degree from Rutgers University on May 29. FRANCIS P. FERRIS has been appointed a sales representative of McNeil Laboratories, Inc. JOHN E. FINERAN, JR., received his master of education degree from Rutgers University on May 29. THOMAS J. GARBERINA has been named dean of reading in The Pennsbury School District at Fallsington, Pa. GERALD T. HOFMANN, trust investment officer of Provident National Bank, has been awarded the professional designation of chartered financial analyst by the Institute of Chartered Financial Analysts. JAMES O. MCGOVERN received his master of business administration degree from Drexel Institute of Technology on June 15. VINCENT MANCINI has been named an assistant professor of Social Sciences at Delaware County, (Pa.)



FRANCIS P. FERRIS



JOSEPH A. MARGRE

Community College. JOSEPH A. MARGRE was elected an assistant treasurer of the First Pennsylvania Banking and Trust Co., Philadelphia. JOSEPH A. MURPHY received his doctorate in foreign language education at Ohio

State University in June. He is teaching methods and demonstration classes at an NDEA summer institute at Colorado State University. In the fall he will be employed by the romance language department at Michigan State University. ARCHIE J. PERGOLESE has been granted the 1967 National Quality Award for the sixth consecutive year by the National Association of Life Underwriters and Life Insurance Agency Management Association. RUSHTON H. RIDGWAY was recently re-appointed to his second five year term as assistant county prosecutor of Cumberland County, N.J. RICHARD R. VANDERSLICE has been appointed medical service representative for the flint division of Baxter Laboratories, Inc., Oreland, Pa. G. RUSSELL WAITE received his master of arts degree in business education from Rider College on June 2. *Birth:* To MICHAEL O'HARA and wife, Florence, a daughter Louisa Ann; to JAMES J. McDONALD and wife, Bonnie, a son, Theodore William.

'59

HARRY J. CONNOLLY, JR., has been admitted to the Pennsylvania State Bar. JOHN W. KREIDER has been appointed assistant professor of pathology at the Pennsylvania State University College of Medicine at the Milton S. Hershey Medical Center. JOSEPH T. MAKAREWICZ has been named instructor in history at the Beaver Campus of the Pennsylvania State University. HENRY P. MURPHY was elected an assistant treasurer of the First Pennsylvania Banking and Trust Co., Philadelphia. JOHN H. VEEN, director of the La



Rev. John A. Guischard, '38 (center), ordained in Rome this spring after 23 years as a lay professor at La Salle, offered first Mass on the campus this summer.

Salle College Union, has been appointed to the Association of College Unions—International committee for public relations for 1968-69.



HENRY P. MURPHY

'60

THOMAS HENRY is co-author of a 12-year study published in the New England Journal of Medicine (Jan. 4 issue) Henry studied a family with a history of miscarriages and mongoloid children, hoping to find the hidden genetic problem or problems that cause mongolism, a common form of mental retardation. GERALD J. HONE was recently promoted to the rank of major in the U.S. Army. GIRARD D. KILKER was promoted to unit supervisor—emergency assistance unit of the New York City department of social services. EDWARD J. KREUSER was promoted by President Johnson to class five in the Foreign Service. The promotion resulted from recommendation by the 21st Foreign Service Selection Boards. ROBERT J. LENNOX has joined Clawges Associates as manager of reproduction services. He will be responsible for reproduction, printing, and mailing/distribution departments. ALFRED A. LISIEWSKI, AURELIO P. LODISE, JAMES E. ROOT and WILLIAM F. WAISH received their master of business administration degrees at Drexel Institute of

Technology. JOSEPH R. WALTON has been elected director of the Abraham Lincoln Federal Savings & Loan Association. Capt. NOEL A. YANNESSA, M.D., is a member of the unit at Bien Hoa AB, Vietnam, that has been selected as the best tactical fighter wing in the Air Force. *Marriage:* GIRARD D. KILKER to Elizabeth Anne Lind. *Birth:* to ROBERT R. DAVIS and wife, Cora, a son, Mark Elliot.

'61

Dr. JOHN J. BRABAZON was named principal for the New Hope-Solebury High School. JOHN C. CARAS rolled the only perfect game in the two-week American Bowling Congress tournament in Cincinnati's convention-exposition Center. HARRY B. CASEY received his master of engineering degree from the Pennsylvania State University. Capt. JOSEPH J. MOMORELLA received the Vietnamese Gallantry Cross with bronze star near Bien Hoa, Vietnam. *Birth:* to ROBERT S. LYONS, JR., and wife, Joan, their second son, Richard Michael.

'62

MILLARD E. AMES, JR., received his master of science degree in electrical engineering from Drexel Institute of Technology. JOHN D. CAPUTO received his doctor of philosophy degree from Bryn Mawr College in May. WILLIAM D. CURZIE, JR., received his master of science degree in library science from Drexel Institute of Technology. JOSEPH J. DECKERT has been elected vice president in charge of the Milton Roy Co., a manufacturing plant in Philadelphia. EDWARD J. DEVINNEY, JR., received his Ph.D. in astronomy from the University of Pennsylvania. JAMES ALBERT HORTY, JR., recently received his master of business administration degree from the University of Delaware. FRANCIS X. Mc-

KEFFERY received his master of business administration degree from Drexel Institute of Technology. EDWARD F. MALLON, JR., was appointed assistant administrator of Sacred Heart General Hospital, Chester. Capt. PETE O'NEILL was presented with the Bronze Star Medal for outstanding meritorious service in Vietnam. FRANCIS G. PEIFFER received his master of business administration degree from Drexel Institute of Technology.



JOHN MULHOLLAND

'6

STEWART A. DOUGHERTY, a Lt. in the Supply Corps, USN, is now serving on the U.S. Iwo Jima operating out of Da Nang. JAMES M. JOYCE received his Ph.D. degree from the University of North Carolina in May. ROBERT J. MILLER has been promoted to head of the reports and statistical section of the Philadelphia regional office of the U.S. department of housing and urban development. JOHN MULHOLLAND has been elected executive vice president at Louderback-Nor American Van Lines, King of Prussia, Pa. WILLIAM RAFTERY has resigned as basketball coach and assistant director of athletics at Fairleigh Dickinson University, and has accepted a position with the Converse Rubber Company as a sales and promotion representative. JOSEPH J. SIMON received his master of business administration degree from

Drexel Institute of Technology. *Marriage:* Capt. FRANCIS X. GINDHART, USAR, to Patricia A. Schwager. *Birth:* To JOSEPH ATAROLA and wife, Jeanette, a daughter, Stacey Ann.

64

DONALD F. McAVOY,



JOSEPH BENEDICT recently graduated from Temple Univ. Dental School. Capt. ALAN J. BROWN has received the U.S. Air Force Commendation Medal. He was decorated for meritorious service as a supply officer at Nakhon Phanom Royal AFB, Thailand. ANTHONY JOSEPH E'ERRICO received the degree of doctor of osteopathy from the College of Osteopathic Medicine and Surgery. He will serve his internship at Memorial Osteopathic Hospital, York, Pa. PHILIP E. DONAHUE received his M.D. from the Jefferson Medical College of Philadelphia, and will intern at Georgetown University Hospital, Washington. PATRICK T. GAIRNS has joined Onyx Chemical Co., division of Millmaster Onyx Corp., as a field sales representative. JAMES A. GIGLIO received a doctor of dental surgery degree from Baltimore College of Dental Surgery, University of Maryland, and will intern at Delaware State Hospital, New Hope, Del. JOHN E. GUINIVEN was named manager of the Frankfort, Ky., United Press International Bureau. WILLIAM F. HEILAND received his master of business administration from Drexel Institute of Technology. STEVEN J. KELSEN was graduated with the degree of doctor of medicine from the Hahnemann Medical College and will intern at Boston City Hospital. DAVID B. KNIES received his master of engineering degree from Pennsylvania State University. DONALD F. McAVOY, Jr., has been appointed metropolitan insurance consultant manager in Metropolitan Life Insurance Company's Howard office in Baltimore. MATTHEW N. SABATINE received his doctor of dental medicine degree from the University of Pittsburgh School of Dental Medicine in June. JOHN M. STACK, JR., M.D., graduated from Jefferson Medical College. He will intern at Philadelphia General Hospital. MARK R. STEIN, M.D., graduated from the Jefferson Medical College and will intern at the Abington Memorial Hospital. WILLIAM WALKER, III, is presently teaching European history at Clemson University in South Carolina. Capt. DON WALHEIM recently replaced America's top pentathlete, Jim Moore, in the finals of the U.S. modern pentathlon's CISM trials held in Fort Sam Houston, Tex., and was named to the U.S. squad in the CISM Championships in Rome. EDWARD A. WROBLEWSKI, JR., M.D., was graduated from the Jefferson Medical College of Philadelphia and will intern at Harrisburg Polyclinic Hospital. *Marriage:* JOSEPH GUARALDO, JR., to Sally McGonigle; WILLIAM RIZZI to Barbara E. Radt; Capt. DONALD J. WALHEIM to Colleen Aine.

'65

RICHARD ESPENSHIP has accepted a coaching position at the Florida Air Academy in Melbourne. EDGAR M. GUERTIN has been appointed manager of the 3M Company graphic systems plant in New Ulm, Minn. FRANCIS N. HAMMER has been elected an assistant treasurer of Continental Bank and Trust Co. WILLIAM J. HILDEBRAND has been promoted to assistant vice president at Girard Trust Bank. RALPH E. JOHNSON was promoted to the rank of Captain near Dong Ha, Vietnam, where he is serving as executive officer of Battery C, 1st Battalion of the 40th Artillery. JOSEPH KARLESKY has been awarded a National Science Foundation graduate fellowship for the next academic year. JOSEPH MARKERT received his M.B.A. from Fairleigh Dickinson University in June. JOHN SEYDOW was named assistant professor of English at La Salle College for the coming academic year. RONALD J. ZELLER, Esq., is associated with the firm of Calder, Kirkendall and Ypsilanti and is an assistant professor of business law at Eastern Michigan University. *Marriage:* TIMOTHY C. BRENNAN to Joyce E. Kozak; NICHOLAS GIORDANO to Joanne Pizzuto; RICHARD R. MASI to Madeline Nowacki.



ROBERT D. STEWART



JOSEPH P. KELLY

'66

Second Lt. JAMES M. CARNEY has been awarded Air Force pilot's wings upon graduation at Moody AFB, Ga. WILLIAM J. DEBELAK received his master of education degree from Lehigh University. PETER J. GARITO has received one of the ten U.S. Public Health Service traineeships for graduate study in clinical psychology. WILLIAM H. HAMMILL, JR., received his master of arts degree from Temple University in June. JOSEPH P. KELLY has recently been promoted to New York area manager for Task Force, a nationwide temporary help service. Second Lt. GEORGE C. LENNOX, JR., has been awarded Air Force pilot's wings upon graduation at Laredo AFB, Tex. FRANCIS J. McNALLY has been commissioned a Second Lt. in the Air Force upon graduation from Officer Training School at Lackland AFB, Tex., and has been assigned to Randolph AFB for pilot training. Army First Lt. PATRICK J. McNULTY, JR., received his second, third and fourth awards of the Purple Heart during ceremonies at Walter Reed General Hospital. Lt. McNulty received the awards for wounds received in three separate actions while serving in Vietnam. Army Second Lts. JOSEPH M. O'BRIEN II and ROBERT D. STEWART have completed an eight-week information officer basic course at the defense information school, Ft. Benjamin Harrison, Ind. They have been assigned to an Army information office where they

will report military news to military personnel and to the public. FRANK A. PINTO was awarded a scholarship from Bryn Mawr College on the basis of academic excellence in history. He is now a M.A. candidate at Villanova University. PASQUALE ROSLE has been promoted to First Lt. in the U.S. Air Force, and has been assigned to Wright-Patterson AFB, O., with the Air Force communications service. MICHAEL J. VALINIS received his masters degree in German from Ohio State University. He will continue work there on his doctorate under an NDEA grant. BRUCE E. ZEHLE received a master of arts degree in Spanish from the University of Iowa. *Marriage:* EDWARD F. FURMAN to Jacquelyn McCarthy; Ens. ROBERT LEE GRIFFITH to Patricia Ann Flynn; KEVIN P. O'BRIEN to Eileen A. Bull. *Birth:* To FRANCIS J. MCGOVERN and wife, Mary, a daughter, Mary Ellen.



JOSEPH E. BOTTA

'67

JOHN F. BOSSLER has joined the water treatment chemical laboratory in Rohm & Haas Company's research division and will be concerned with exploratory studies on the synthesis of corrosion inhibitors and flocculants for use in water treatment. JOSEPH E. BOTTA has been commissioned a Second Lt. in the Air Force upon graduation from Officer Training School at Lackland AFB, Tex. Army Pvt. LEONARD P. BRADLEY completed advanced training as a combat engineer at Ft. Leonard Wood, Mo. Airman JOSEPH C. COLOSANTE has completed basic training at Lackland AFB, Tex., and has been assigned to the Air Force technical training center at Syracuse University for specialized schooling as a language specialist. Second Lt. KENNETH CONFALONE has been graduated at Tyndall AFB, Fla., from the training course for U.S. Air Force weapons controllers and has been assigned to North Truro Air Force Station, Mass., for duty with the aerospace school preparatory course of the Army Artillery and Missile Center, Fort Sill, Okla. Second Lt. JOHN GALLO, JR., has been graduated at Lowry AFB, Colo., from the training course for Air Force nuclear weapons officers. Gallo, who was trained to direct repair and assembly of nuclear weapons, is being assigned to McConnell AFB, Kans., for duty with the tactical air command. WALTER M. MIGRALA received his commission in the Navy and is now attending school in Calif. He has been assigned to serve on the battleship U.S.S. New Jersey next spring. Second Lt. MICHAEL J. RAGAN has entered Air Force pilot training at Reese AFB, Tex. PAUL J. ROUSE was commissioned an Ensign in the Navy upon graduation from Officer Candidate School at Newport, R.I., and has been assigned to the Philadelphia Naval Base. *Marriage:* THOMAS F. DEVINE to Lynn Rosemary Howard; JOHN F. McDONOUGH to Theresa Devlin; CHARLES F. SCHNEIDER, JR., to Jacquelin Slifka.

La Salle Vignettes



Dr. Wood / *the 'super-specialists'*

Even in an age of transplantation of human organs, the scope of the research done at the Armed Forces Institute of Pathology staggers the imagination. Navy Commander **Joseph H. Wood, Jr., M.D., '52**, who is assistant chief of the skin and gastrointestinal branch of the Institute in Washington, calls the center "unique throughout the world—there's no other like it." Dr. Wood, shown here with the Institute's collection of some 2,000 diseased human hearts, joined the mammoth staff of the 106 year old Institute in 1966, after serving as chief of surgical pathology at the Naval Hospital in San Diego. He embarked upon a Navy career in 1956, upon receiving his medical degree from Temple University. The Institute is consulted by physicians around the world concerning

extraordinarily rare diseases, which are diagnosed by the Institute's staff of what Dr. Wood calls "not only specialists, but super-specialists in their fields." Recent queries came from doctors in France, Turkey, Greece and Africa. "Nearly 95% of all cases can be handled by local pathologists," he asserts, "but the Institute gets the five percent that are real problems." Dr. Wood is engaged in a special research project on tumors of the blood vessels, and last year completed another project on angio myoma of the skin. He calls the quality of medicine much better today, mainly because "you're never alone, there's always someone around to consult about your work." Dr. Wood, his wife Elizabeth, and their five children, make their home in nearby Silver Spring, Md.

Vince Kling / *'hat trick'*

La Salle has had its share of "triple threat" athletes in recent years, but this year the college boasts a "triple threat" unique to most any school. **Vincent R. Kling, '68**, has achieved what might be called the "hat trick" for the scholar—winning three prestige national awards in his senior year. He was graduated with maxima cum laude honors. Kling, who to make the accomplishment even more remarkable was an evening student, received Woodrow Wilson Foundation, and Fulbright Exchange Awards and Danforth Foundation Honorable Mention recognition during his final year as an English major. The prestigious awards are goals of most any scholarly undergraduate; for an evening student to receive all three is probably unprecedented — although the foundations do not keep such records. He plans to study the German novel under the Fulbright grant during the coming academic year at Göttingen University in Germany. "Many people have told me that my awards have made La Salle's evening college the most prestigious evening school in the area," Kling says. "This is hardly true. In my opinion, my achievements are only proof of what an excellent job La Salle's evening division has been doing."





Dr. App/*tropic of candy*

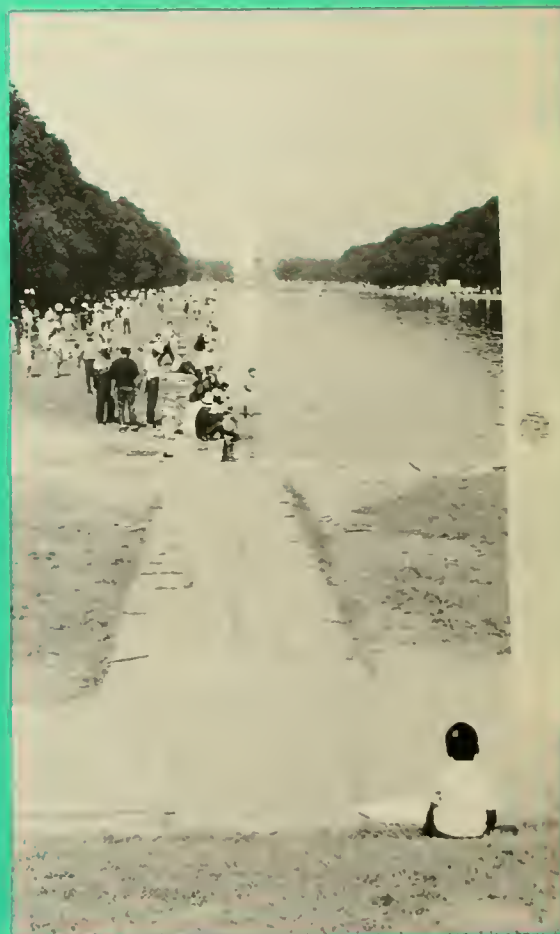
"It sometimes seems to me that our English faculty alone now equals the total lay faculty of 1948," according to **Dr. Austin J. App**, a colorful and often controversial member of the college's English department for the past 20 years, who offered the commentary upon his retirement this summer. An associate professor of English at La Salle, Dr. App will now devote full attention to one of his principal interests over the years—writing. He is the author of seven books and more than 200 articles, many of which appeared in scholarly journals, as well as in popular magazines and newspapers. Now 66, Dr. App was perhaps best known for his lectures and articles for Catholic literary groups across the nation, and as a controversial spokesman for conservative positions on Catholicism and in public affairs. Law officials often requested his testimony against controversial books, among them *Tropic of Cancer* and *Candy*. Dr. App is also remembered by two decades of La Salle English majors for his conservative and moralistic approach to literature; that is, "immoral" literature may not only reflect decay in society, but contributes directly to it. Among a host of anecdotes associated with Dr. App was when he told a rather tall student in his class: "You should go out for the basketball team, young man!" The student was Tom Gola, a three-time All American and one of the great basketball players in the history of the game.



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Fall 1968



TV—Whose Medium, Whose Message?

IN THIS ISSUE

1 DECLINE & FALL OF TV DRAMA

A film and TV scriptwriter, examines the current state of video drama, and asks for more individual responsibility to bring back the Golden Age of the early '50s.

6 TV VIOLENCE: CAUSE OR EFFECT?

The chairman of La Salle's psychology department poses a psychologist's dilemma: do violent people spawn TV violence, or does video violence encourage a violent society?

12 THE TV GENERATION

An honors program professor offers some insights into the cool, turned on Mc Cluhanesque world of "moving depth" TV.

16 AROUND CAMPUS

"Coach Gola: After God, then what?" is this issue's feature piece on campus activities, which also includes sundry news items.

20 CLASS NOTES

A chronicle of the often-significant events in the lives of La Salle alumni.

23 LA SALLE VIGNETTES

A glimpse at some interesting La Salle people.

CREDITS: Cover photo by Bruce Davidson, Magnum; pages 1, 19, 23 and inside back cover, Lawrence Kanevsky; pages 3, 4, 7, 8, 14 and 15, NBC Television; page 11, Joseph Crilly; page 16 and back cover, Schick Photos; pages 15 (right) and 17, Charles Sibre, and pages 20 (bottom) and 24, Ralph Howard.

La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE

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Number 4

Ralph W. Howard, '60, *Editor*

Robert S. Lyons, Jr., '61, *Associate Editor*

James J. McDonald, '58, *Alumni News*

LA SALLE MAGAZINE is published quarterly by La Salle College, Philadelphia, Penna. 19141, for the alumni, students, faculty and friends of the college. Editorial and business offices located at the News Bureau, La Salle College, Philadelphia, Penna. 19141. Second class postage paid at Philadelphia, Penna. Changes of address should be sent at least 30 days prior to publication of the issue with which it is to take effect, to the Alumni Office, La Salle College, Philadelphia, Penna. 19141. Member of the American Alumni Council and American College Public Relations Associations.



THE DECLINE



ND OF TV DRAMA

FALL

By WALTER BROUGH, '49



Everyone, everywhere apparently wan

YOU THINK the current television season is bad? Wait 'til next fall. Right now there are seven nights of movies in "prime time," the peak viewing hours from 7:30 to 11:00 p.m. While *good* feature pictures make money for everyone and obviously pull a large audience, the supply is necessarily limited. Even tossing in the "made for TV" epics which several of the motion picture studios are grinding out to take up the slack, there aren't enough of the better pictures to go around. For every superior film in a TV package, there just have to be many, many 'dogs.'

In the face of this, the NBC network has courageously taken over the seventh and final available night, Monday, to spool off more movies. There's even talk that another network will pit movies against movies at least one night a week rather than try to develop any new series or material. This is the state of television, circa 1968. A battle for the left-overs of another medium!

Who's responsible for this gutless attitude? Where are the villains? Incredibly, it's almost impossible to find them. Everyone has his answers and his arguments. Without any control whatever, how can the creative people—the writers, directors or actors—be faulted? Or how can you blame the motion picture studios for making extra revenue out of films which, for the most part, would be gathering dust and storage fees in their vaults? Or the television networks for purchasing products that are far superior to what they can produce themselves for anywhere near the same price? Or who can criticize the advertising agencies for recommending that their sponsor-clients hop on this bandwagon where they can reach the largest number of people with their message for the least cost? It's private enterprise, isn't it?

Or should we expect the Federal Communications Commission to jump into the breach and protect the "public airways" against films which have already been shown in the public theaters, minus a few "cuts" which are too sexy or violent for the living room?

Or does the problem rest with the rating services who indicate through a small sampling of homes that people apparently prefer films over whatever else is being offered at the same time? But the rating services aren't forcing people to watch anything, are they? In truth, don't viewers prefer films? And, if that's the case, is the audience to be condemned for choosing movies, even poor ones, over whatever else is on? If that's what they like, why shouldn't they choose them?

So it goes, the merry-go-round of non-responsibility.

Yet, somehow, everyone everywhere apparently wants something done. They want to see better things, more often. Why doesn't it happen? What is it in the nature of television that makes for virulent mediocrity?

Let's look at how a network television program gets on the air. Note we are carefully distinguishing between a network show which reaches the entire nation and the local programs which have their own specific problems and headaches.

First, of course, someone has to create an idea for a show. A *property*, as it is called. It's interesting that even at this early juncture, the program is not a script or a word but, in good business parlance, a property—something to be bought and sold—merchandise, pure and simple.

After the writer creates his property, he takes it to his agent. There's no direct pipeline without this first of many intermediate steps to possible production. One of several courses are open. The agent might submit the property directly to the networks but not usually. The chance of getting lost in the shuffle at this stage is much too great. If the writer is with a large agency, which includes actors, directors, producers and other creative personnel, they will first want to form a *package*. Here's another handy merchandising term, which somehow manages to transform creativity into saleability—for additional fees and percentages, naturally.

The packaging venture will mean that the agency takes the property and combines it with a star or two, a currently "hot" director and a producer with some recent top credits. This usually necessitates changes in the original format to suit the personalities involved but, considering the extra benefits to be derived from such a strong "team" of creative people, the possibilities of a sale should be mightily enhanced.

Now, in this form, the package is ready to be presented to the potential purchasers. This means either ABC, CBS, or NBC. What you want them to do is make a pilot film, present the finished product to potential sponsors, and find a good time slot on the tight network schedule where your show might reach a loyal audience.

However, there could be another approach. You might "freeball" your package. This means produce the pilot through one of the major Hollywood studios or one of the independent companies. First you'd have to convince them it was a worthwhile gamble, but this can be done providing, of course, you give them a percentage of the action and certain creative controls. This may mean more fixa-

something done

up and changing around to suit the new part-owners but, after all, they are putting up the money for the pilot and their confidence will carry a bit of extra weight when you eventually present the property, the package and the pilot to the networks.

HOWEVER, for our purposes, let's assume we've come up with a winning combination in our first trip out to the network. They like the property and the package and, after a few changes, they agree to produce the pilot and see if they can market it.

At this point, we should pause to see how a network, or a studio or independent company for that matter, arrives at the decision to shoot the pilot. What attracts them? Quality? Originality? Well, we might just take a short glance back to the spring of 1967 when the pilots for this current season were being made. Consider that the year before had also been a disaster. The only bright spots were a few of the long running situation comedies—*The Lucy Show*, *Petticoat Junction*, *Gomer Pyle*, *The Beverly Hillbillies*—a couple of Westerns, *Tarzan*, *The Fugitive*, and several early evening shows with animals and children prominently featured, like *Lassie* and *Flipper*. So, in their search for new directions and new program ideas, the following shows got to the pilot stage:

Alfred of the Amazon (a take-off on *Tarzan*), *Taygar of the Jungle* (ditto), and *Walter of the Jungle* (ditto, ditto). *Rhubarb* (a cat), *Maya* (an elephant), *Dhondo* (another elephant), *Gentle Ben* (a bear), and *I Married a Bear* (which happily was about a pro football player), and several others.

As you are aware, if you follow the annual TV war, only a few of the gems mentioned above "made the grade", i.e., ever got on the tube at all. Of those that did, the majority failed and were cancelled.

However, an even larger disaster took place. This was supposed to be the Year of the Special! Something truly different. A break in the old patterns of TV. It sounded mighty promising. Even exciting. But then came the reality. After a few well conceived programs, we were treated to such thrilling subjects as three complete programs on *Twiggy in America*; an hour devoted to the burning question: "Do Blondes Have More Fun" (sponsored by Clairol, no less); a half dozen recreations (via film clips) of the fall of various parts of Germany during World War II; over a dozen bland, no-point-of-view reports on the war in Vietnam and the racial crisis in America, sev-



Films such as "Becket," starring Richard Burton, are far superior to what the networks can produce themselves.

eral David Susskind remakes of old plays and movies; and some foreign movie stars taking us on tours of their homelands which were totally inane and uninformative.

When the rating soon showed that the audience was deserting wholesale, the networks, sponsors and ad agencies quickly pointed out that the people obviously weren't ready for mature, intelligent, cultural programs. Rather than admit what they offered was tripe and trash in equal portions, a few executives were summarily fired and every-



NBC's "Julia"—Perhaps we are expecting too much too soon.

thing returned to normal: situation comedies, variety shows and old movies . . . and less people tuning in despite the increase in the number of sets purchased and available.

But back to our masterpiece. The network has produced our pilot and is showing it to the ad agencies who, in turn, will recommend it to their clients, the potential sponsors. Because ad agency execs know the people they must convince, they insist on a certain number of changes and guarantees but, finally, they do manage to round up a number of sponsors. Of course, there are certain adjustments and compromises they will demand but when you are this close to payday, who's going to fight? After all, you've made a deal. The show will go on.

IF THIS SEEMS like the end of the problems, it's actually only the end of the beginning. Now 31 additional episodes of the series must be prepared. Thirty-one episodes of a program which, at this stage, has been so adjusted, changed, altered, finagled, finessed and fixed that it is highly improbable that it remotely resembles the original concept. Still, it must go on. Huge sums of money have been allocated, reputations and careers are on the line. There's no turning back now.

Out goes the call for the free-lance writers to come in and look at the pilot and come up with plots and storylines which will fit the format. Here a key factor begins to emerge to demonstrate how and why the television system differs radically from the other art forms. It is generally accepted that any series will stand or fall on the quality of the scripts, whether it is the most intensely dramatic show or the most wildly farcical. The relationship of the individual writer to the series then is a vital element. At least it should be. Yet, in the normal course of events, over two dozen different writers will be responsible for turning out the 31 scripts we will need. During the same period, most of these two dozen writers will also be working on scripts for two, three or four completely different series. Rarely will a producer gamble on signing a single writer to a guaranteed contract for several scripts on a specific series. It's too great a risk in case the writer doesn't work out satisfactorily. But, to make a living, the writer must keep jumping from one series to another as rapidly as possible during the "buying season". This hardly leads to any sort of loyalty or appreciation for a particular series.

Even more discouraging is the attitude and atmosphere in which the writer must function. *Fundamentally he has no right whatsoever over what he puts on paper.* Any an every word, speech, action, character or situation can be altered or changed at the will and whim of the producer who are, in turn, at the complete mercy of all the individuals we've mentioned before — sponsors, ad agency execs, studio hierarchy, and network personnel (includin

the real and unique TV experiences?

a mysterious individual known as the director of continuity acceptance, a euphemism for censor).

Under these circumstances and conditions, how deeply committed can any single writer be for a specific script? If, despite the odds, he should choose to do battle over a particular portion of his script, he may earn a grudging respect for his integrity and possibly even a concession here and there but, if he has delayed production and cost anyone extra money, he will rarely be hired again by the same people and he gets the reputation of being a trouble-maker. Unfair? Perhaps. But, remember, basically and contractually, he doesn't have the right to protest. He has been hired to do a particular job for a set wage and is expected to deliver like a professional. He is in the same category as a carpenter, a plumber or a secretary. He owns no part of his script at any time.

CONTRAST THIS to the position of the playwright or the novelist who are the final and absolute authority on any changes in their work and we get a clearer picture of the low estate of the Hollywood writer. True, a new playwright will often have to battle an imaginative and arbitrary director or the novelist might bitterly complain about the comments of his publisher but still, when all is said and done, the work *belongs* to the author and to no one else. If a TV writer balks at even the most outrageous mutilation of his work, it is merely taken out of his hands and given to someone else. It wasn't his in the first place so he has no right to make waves!

Here, then, we are at the crux of the problem. Face it, the person who fathers either an idea for a series or one of the scripts within the format has no actual control over what he has created, the result can only be chaos by committee—a committee of dissenters at that, each with vested interests and personal prejudices. The final result necessarily must be the most watered-down, overly-compromised and meaningless version possible. And, triumphant of triumphants, nobody in particular is responsible! The circle is complete. From beginning to end everybody has a cop-out. It's not me, it's the other guy. 'Round and 'round we go and don't let yourself ever get pinned in a corner.

Are there any bright spots in this otherwise dismal carnival? Well, there's National Educational Television with its Public Broadcast Library. Certainly this effort presents a wide open opportunity to see new and experimental ideas put into practice with a minimum of interference. However, in less than 60 days of operation last winter, the producer of the first three of the programs was informed that the P. B. L. Board intended to "exert more control" over the content of what was to be broadcast. Oh my, here we go again.

But perhaps P.B.L. can overcome this temporary hang-up and, if it does, it can be hoped it will have more success than the poorly conceived and badly executed plans for Pay-TV which offered so much promise and has almost expired amid its own over-blown aspirations. Fee-vee simply tried to outdo regular TV on its own terms by offering a little wider selection of sports events, *newer* movies, and either filmed or "live" coverage of concerts, plays, ballets and other cultural events. But this is all derivative. Everything is borrowed. Sure, the irritating commercials are gone, but why pay money to see a camera follow actors walking around a box set on a stage? Or why pay for any other essentially non-visual performance? Certainly it's interesting to watch great artists perform in their own medium, particularly as a filmed record of what they were like, but it is a substitute experience for the viewer of TV.

Where are the real and unique TV experiences? It is a separate and distinct form of communication and art. It needs to find itself and *be* itself. Except for the first burst of intimate drama during the early '50s, still referred to as the Golden Age of TV drama, and the immediacy of news coverage, no real search is being made to expand and realize the potentials of the medium itself.

Perhaps we are expecting too much too soon. After all, sound movies are only beginning to know their strength and maturity. But it seems certain the TV giant will continue to make tinny, squeaky, ineffectual noises until some of the basic attitudes are radically overhauled. Fear can't govern decisions. The creators must have the encouragement and the right to stand or fall on their own efforts. The businessmen must have faith in their own judgments and choices and, throughout the entire course of the collaboration of such a wide divergence of types and personnel, there must be a prevailing and prevailing sense of trust. A team cannot succeed, nor even function, when every member demands that things be done his way. It is co-operation and contribution at a level at which each person functions best that brings achievement.

Fair warning, nothing much is going to happen in the immediate future. But don't give up. The businessmen are beginning to feel the pinch in their pocketbooks. This alone might motivate them to reappraisal. Better days could be on the way. But don't hold your breath. ■

Walter Brough, who has lived and worked in Hollywood since he was graduated from La Salle in 1949, has written a score of TV and film scripts. Most recently, he has written scripts for the "Mannix" TV series and for two forthcoming films, "The Desperadoes" and "The White Colt." He is now at work on the screenplay for Dean Martin's next Mat Helm film.

TV Violence: Cause of

By JOHN J. ROONEY, Ph.D., '46
PROFESSOR OF PSYCHOLOGY AND
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A THIRTEEN-YEAR-OLD boy assaults an eight-year-old girl, tying her hands above her head as he has seen on TV assaults.

A seven-year-old boy sprinkles glass in the family's lamb stew to see if it would work as well as it did on television.

A six-year-old son of a policeman asks for real bullets so his little sister will "die for real," as when his TV hero "kills 'em."

Do these examples (from Leo Bogart's book *The Age of Television*) indicate a widespread perversion of the juvenile audience by television entertainment? Or are they isolated cases telling little or nothing about the typical effect of televised violence?

This question, and a number of related ones, has increasingly plagued educators and students, critics and communications specialists, sociologists, psychologists, psychiatrists—as well as parents, politicians and the general public.

Concern over the effect of mass media in stirring up aggressive and criminal tendencies pre-date television by a number of years. Beginning in 1907, when an automobile theft was attributed to the film *The Great Automobile Robbery*, movies, radio and comic books in turn, have come under attack for glorifying crime, sex and brutality. But video violence, available as it is hour after hour to anyone able to twist a dial, seems to many especially villainous. Since 1952 a special Senate Subcommittee on Juvenile Delinquency has, on a number of occasions, held hearings on the effects of television's shootings and knifings and beatings. After the 1962 hearings, several objectionable series disappeared—including *The Untouchables* and *Bus Stop*—and one network president—ABC's Oliver Treyz—went with them.

Public concern over the standards of quality in the TV fare it is served has run in cycles. Today, our society is more disturbed than ever about the wildness that has broken out across this land, and "law-and-order" has become a major issue. Experts may disagree whether the incidence of violence actually is rising, or if we are simply more aware of its existence, as we see it highlighted daily

in living color and black and white. In either case, violence is one of our foremost contemporary social problems; one that requires the utilization of the resources of our society, including those of the behavioral sciences, if we are to bring it under responsible control.

Medical science has progressed to the stage where polio, tuberculosis, diphtheria and other infectious diseases are no longer striking down large numbers of our youth. Today, the leading causes of death among adolescents are automobile accidents, suicide and murder: tragedies that we cannot expect medicine and biological science to avert. The war in Viet Nam also faces our young men as they move into the early adult years—a grim reminder that we are still groping for alternatives to force in settling international disputes.

Anyone seeking to bring about (or prevent) social change within our nation also faces the struggle for the power necessary to produce change. Ideally, this is accomplished through peaceful democratic political processes. Actually, physical force is a tempting way to alter the course of events, and our history testifies to the many who have yielded to this temptation. The murders of John F. Kennedy, Martin Luther King and Robert F. Kennedy remind us that they were all men dedicated to social change. So were Medgar Evers and Malcolm X. So are many of the instigators of riots in our cities and student disturbances in our colleges.

IN PART, then, television is simply mirroring the turbulence taking place in our world. Eric Hoffer vehemently denies that Americans are a violent people: "How often," he asks, "have you seen neighbors fighting with one another?" But television reminds us incessantly of the challenge posed by the question, "who is my neighbor?" We are becoming a "global village" in which suffering and conflict and upheaval anywhere is felt everywhere.

This experience of seeing so vividly the ills of our society is a painful and upsetting one to many, and the response to it is often an emotional one. Our nation is undergoing the experience of a person in the early stages of psychotherapy who has concealed from himself faults and failures and conflicts. As he becomes acutely conscious of these,

Effect?

anxiety rises and his self-concept is threatened. At this stage a number of reactions are common: he may become horrified and disgusted with this new view of himself that he sees; he may lash out at a convenient scapegoat on which to blame his misery; he may overreact against this threat to his ego by raising defenses and denying that he has ever had any problems.

WE HEAR echoes of each of these reactions in America today: in the breast-beating of those who cry that ours is a sick society; in the overzealous defenses of those who refuse to consider needed changes; in the search for someone or some group to condemn for the nation's troubles.

For some critics, television, with its murder and mayhem for fun and profit, is a handy whipping boy. Certainly, there is much that is cheap and shoddy on television, as well as some fine and distinguished programs. Assuredly, there is considerable violence. Cleveland Amory cites a single program, *The Virginian*, which on Christmas night 1963 presented an estimated 10 million viewers with 13 killings by shootings, stabbing or clubbing.

Richard L. Tobin, in the June 8, 1968, *Saturday Review* tells of an eight-hour watch of ABC, CBS and NBC, plus a half dozen local New York stations. He saw "93 specific incidents involving sadistic brutality, murder, cold-blooded killing, sexual cruelty and related sadism—" Indeed, it is estimated that the typical American child viewing the most popular TV programs for the average period of time during his formative years will witness the jarring destruction of some 13,000 individuals. With a recent survey finding that the favorite type of show among young people is the adult crime thriller (75% of first choices) this figure can hardly be considered an exaggeration. To what extent this diet deadens the sensibilities to human suffering and makes cruelty an accepted routine we do not really know. To ignore television's influence would be as foolish as to denounce it for all of the nation's ills.

Defenders of TV brawling and gunplay have not limited their argument to the plea that "we are only giving the public what it wants." They emphasize that its influence has not been scientifically proven. Granted that additional research is sorely needed, we cannot help being reminded



"The Virginian"—13 murders for Christmas.



"Get Smart"—Violence deleted.

of the response of the advertisers and the cigarette industry to the findings on smoking and cancer (where a far more substantial research investment has produced more conclusive evidence). Often the response has still been a monotonous "the relationship has not yet been definitely proven."

Another defense of dramatized aggression, which some trace back at least to Aristotle who saw in the Greek tragedy . . . "incidents arousing pity and fear in such a way as to accomplish a purgation of such emotions." This is analogous to catharsis in psychotherapy in which the individual's hostility is dissipated by discussing it openly. Can watching televised violence have such an effect? In replying to a questionnaire at last year's meeting of the American Psychiatric Association, the 313 psychiatrists split sharply on their opinions. Twenty-four percent felt that fictional violence helps to reduce aggression, 30 percent held that it encourages violence, and the other 46 percent were undecided.

A NUMBER OF survey studies have been conducted in an attempt to get at the influence of TV; results are generally inconclusive. It has been found that children who are more aggressive prefer more violent programs (but which is cause and which effect is unknown). It has been noted

TV violence

that emotionally disturbed and sensitive children are often particularly susceptible to scenes of brutality, (but which children are potentially upset is uncertain).

In recent years, psychologists have brought the problem of man's violence into the laboratory in an attempt to better comprehend it. Although a variety of procedures have been used, they commonly involve obtaining some measure of the participants' aggressive tendencies before and after they have witnessed a scene of violence. Investigators have used children and adults as subjects; motion picture films and live actors as stimuli.

A first experiment by Dr. Seymour Feshback showed a 10-minute fight sequence from the film *Body and Soul* to one group of college students and a neutral film to another. Half of each group had been deliberately angered by the investigator at the beginning of the experiment. These students, after seeing the fight film, showed a drop in aggressiveness in ratings of the experimenter and on a word association test.

CONSIDERABLE subsequent research, however, tends to reject such a cathartic effect—and strongly suggests that viewing violence is likely to arouse hostile and aggressive tendencies. Dr. Leonard Berkowitz, psychologist at the University of Wisconsin, and his colleagues have performed a number of studies in which aggression was measured by the intensity of electric shock a subject would administer to a confederate as a "punishment." Subjects were first insulted, then shown a seven-minute film from the motion picture *Champion*, in which Kirk Douglas, as the champion, is seen taking a terrific beating. Those who watched this film selected significantly more intense shocks to administer than did those who saw a more innocuous one. The amount of "punishment" they were willing to inflict was so great that it would have been extremely painful had shocks actually been given, as the subjects believed. A number of variables were studied by these investigators. When the confederate was introduced as a "college boxer" he was given more "punishment" than when he was described as a "speech major." When subjects viewing the film were told that the fighter receiving the beating was an "unprincipled scoundrel" they displayed much more aggression than when told that he "was getting ready to turn over a new leaf." Results of this kind suggest that dramatization which depicts "justifiable aggression" in which the "bad guy" is punished harshly, are likely to arouse viewers to act aggressively against the "villains" in their own lives rather than to teach that "crime does not pay."

In a study by Walters, Thomas and Acker, reported in

es contribute to crime and disorder

Science, an apparent increase in aggressiveness was found even without arousing anger or a feeling of justification. Hospital attendants served as subjects and punitive electric shock was again used as the measure of aggression. Half of the group watched the switch-blade knife fight from the James Dean movie *Rebel Without A Cause*. Members of this group "punished" errors made by another subject far more severely than did members from the second half of the group, who had seen a more peaceful film.

That aggressive behavior is readily imitated has been demonstrated by the research of Dr. Albert Bandura of Stanford University and a number of his colleagues. Children engaged in busy-work, saw adult models enter a room and react to a variety of toys. In Group A, the adult used the playthings constructively; in Group B he responded destructively, taking a "Bobo-doll" and punching, kicking and otherwise mauling it. The difference in the children's reaction was striking; in each case they imitated the model they had observed to a marked degree, often employing identical movements—even uncommon and awkward ones—that the model had included in his act.

Also supporting this finding is a relationship based on decades of research in child study: children who frequently experience harsh physical punishment almost invariably become aggressive and hostile. Apparently the more a child is punished, the more he learns the lesson that force is to be used when someone irritates you. On the other hand, children with warm and loving parents, who see them restrain themselves when annoyed or provoked, typically develop better control of their own impulses.

Although the weight of this experimental research is more impressive than that based on subjective opinion of experts, clinical cases, or survey findings, these laboratory studies have limitations. They have not, of course, attempted to get at the ways in which exposure to nonviolent aspects of television may contribute to frustration and hostility. For example, the rising tide of expectation of the poor, which has outrun actual progress, has been attributed by some to the constant projection of the "good things of the American way of life" on television advertising and entertainment.

EVEN IF WE confine ourselves to the consequences of observing violence, however, we find a number of questions yet unanswered as we move from the laboratory to the living room: (1) finding such a wide variety of programs that could be classified as "violent"; we might investigate the diverse effects of the slapstick humor of "Sock it to Me Time," the mayhem on Sunday of professional football,

the spookiness of *Dark Shadows*, and the killings of *The Avengers*; (2) because the influence of a stimulating situation will vary from person to person, the research needs to be extended to samples of subjects differing in such factors as age, level of sophistication, intelligence and emotional stability; (3) since fictional horror and fury typically occur in the context of a story, rather than in an isolated sequence, we want to learn what distinguishes a dramatization that elicits sympathy and understanding for the human dilemma, and for the victims of suffering, from one that evokes violence or develops callousness; (4) as the playwright usually provides several characters in any story, we would like to learn why given viewers identify with and imitate different members of the cast (some research has shown that the protagonist portrayed as having power over others is most likely to be imitated); (5) since anger has been demonstrated to combine with viewing violence in affecting behavior, it raises the question of the influence of other conditions that reduce inhibitions, such as fear, fatigue, sexual arousal, alcohol and drugs; (6) finally, knowing from other research on communications that the effect of a message on the recipient depends on the reaction of others to that message, we want to explore the manner in which opinions of family, friends, teachers and critics modify the impact of a program on the viewer.

DESPITE such unanswered questions, combining and evaluating the evidence from all sources points to the conclusion that television and movie violence *does* contribute to the crime and disorder in our society. It is true that other factors such as poverty, discrimination, inadequate education, poorly supported social service and scanty rehabilitation facilities may be more important; we must move ahead in each area as we are able. But steps can be taken immediately to tighten the limits of tolerance for violence on the public airways, either by the television industry or by the action of public agencies.

Walter Lippman, for example, has commented on the need for public controls: "For my own part, believing as I do in freedom of speech and thought, I see no objection in principle to censorship of the mass entertainment of the young. Until some more refined way is worked out of controlling this evil thing, the risks to our liberties are, I believe, decidedly less than the risks of unmanageable violence."

This possibility of government regulation is resented and resisted by those involved in the mass communications industry for a variety of reasons: the dramatic artist bristles at prohibitions, which stifle his creative instincts; the news-

Our survival requires control of man

caster opposes censorship, which interferes with his obligation to inform the citizenry; the commentator (like the educator) struggles against limitations on issues to be discussed, in his attempt to enlighten the public; the sponsor resents any restriction which might reduce audience appeal of programs through which he plugs his product.

Yet the rights of freedom of the press and freedom of speech, like academic freedom, the right to protest, and the right to bear arms, do not provide for unlimited license. Inherent in their nature is the responsibility to exercise them in a restrained and enlightened manner; for no single right can be considered in isolation, but must be balanced, against the rights of others and the common good.

HOPEFULLY, responsible action will come from within the communications industry itself; in fact, some progress has been made both in news coverage and entertainment.

Following the urban riots, the National Advisory Commission on Civil Disorders sponsored a conference of representatives from all levels of the newspaper, news magazine, and broadcasting industries at Poughkeepsie, New York in November, 1967. President Johnson, in appointing this Commission, had asked specifically: "What effect do the mass media have on the riots?", and the Commission was seeking to find some answers. Representatives of the professions represented found a number of instances where—in the turmoil and pressure of events—news coverage of the riots had been misleading or inflammatory. There were even reports of television newsmen stirring up the crowd by staging events, coaxing youths to throw rocks for the camera, and otherwise behaving irresponsibly in order to obtain an exciting story. These, of course, were exceptions. Television representatives, sent into a potentially explosive spot, are well aware that they can make the headlines instead of simply reporting them, and have usually attempted to avoid inflammatory or offensive behavior.

On the question of whether television and newspaper coverage caused riots to spread, the Commission had this to say: "No doubt, in some cases, the knowledge or the sight on a television screen of what had gone on elsewhere lowered inhibitions or kindled outrage or awakened desires for excitement or loot—or simply passed the word. Many ghetto residents we interviewed thought so themselves. The Commission believes that none of these private or official reactions was decisive in determining the cause of the disorders."

Negro residents in several cities surveyed considered media coverage as incomplete in not reporting the many

cases of Negroes cooperating with public officials in helping to prevent or minimize the rioting, and in assisting the injured. They felt that instances of excessive force or brutality by police and National Guard, and the molesting of innocent Negro residents by white vigilante groups was largely unreported. They believed that the background conditions which led to the disturbances were inadequately explored or communicated.

Since that time a number of programs have been produced dealing with racial and urban problems, including *Poverty in America*, *Of Black America*, and *Black Journal*. These are sorely needed steps toward improving communications between the Black and White communities. Unfortunately (like the Kerner report itself), these are ignored by many who most need them; they also have created resentment among some whites who feel that the Negro is being given too much attention and that he is gaining this attention through social disorder.

Although controversy continues over the industry's handling of news and documentary programs, constraints on dramatic productions produce the hottest arguments. Self-regulation of some kind exists in all of our mass media. Since 1952, an industry-wide voluntary television code, established by the National Association of Broadcasters has been in effect. About two-thirds of the nation's television stations subscribe to it, and the three major networks have program-screening departments to implement it. Here moral values compete with pragmatism as script changes are considered at various levels. Some of the flavor of this give-and-take may be found in comments of broadcasting executives on various programs under their aegis, as listed in the report of the Senate Subcommittee on Juvenile Delinquency:

"I wish we could come up with a different device than running the man down with a car, as we have done this now in three different shows. I like the idea of sadism, but I hope we can come up with another approach to it" (Note to a script writer).

"This scene is the roughest I have even seen and I don't know if we can get away with it, but let's leave it in. Have a feeling you may have to kill the girls off camera." (Note to a producer).

CRITICS HAVE generally been unhappy with the present procedures of self-regulation. Senator Thomas Dodd commented in a report of the Senate Subcommittee on Juvenile Delinquency issued in 1964: "The industry's claim that this Code is an effective vehicle cannot be substantiated in the light of evidence of chronic violation. Network programming policies which deliberately call for the insertion

olent tendencies

of violence, crime and brutality are hardly conducive to building respect for any central authority within the industry." Dr. Frederic Wertham, a New York psychiatrist who has been an outspoken opponent of cruelty and horror in the mass media, recommends the double-barreled approach of legal control with the power of license revocation and the improvement of the industry's facilities for implementing its own code.

A RASH of recent articles have appeared calling for some kind of action. One by Drew Pearson and Jack Anderson suggests retaliation against the sponsors of TV violence as the only defense parents have.

Brutality in motion pictures, which many consider more savage, has also come under attack, particularly since today's movies will be run and re-run on tomorrow's television.

Concern is growing among sponsors, writers, actors, producers and executives. BUSINESS WEEK reports that some of the mayhem-filled cartoons have been cancelled from Saturday morning programs by NBC and CBS and that violence will be stripped from future episodes of at least one series (NBC's *Get Smart*).

Will self-regulation suffice? Or will society have to search for other means of controlling the new dimensions introduced into personal and social life by the advancing technology of mass communication? The answer depends on how effective self-policing is in satisfying the public and the critics. In 1963, Bernard Berelson (in his foreword to Gary Steiner's *The People Look at Television*) stated: "For about fifteen years now, television has been at, or close to, the center of attention in America. The people have been watching television, and the critics, commentators, and educators have been watching the people watching television. On the whole, the one has liked what it saw; the other, not."

Today, rumblings for censorship are heard coming from the mass majority as well as the critical minority.

Whatever the methods of regulation adopted, those exercising them would benefit from more definitive information concerning the impact of "videoviolence" than scientific studies are presently able to provide. Stepped-up research programs need to be launched in colleges, universities, and other laboratories where the patient, painstaking work required to answer such complex questions can be carried on.

At the same time society must act on the basis of the best evidence currently available to produce balanced and

effective restraints on its mass media. Human advancement has always demanded that men reach some agreement on the values they want to live by and then support those values by prudent and appropriate means. Today the progress, and perhaps the survival, of our civilization requires concerted efforts to understand and control the fascinating and frightening puzzle of man's violent tendencies.



Dr. Rooney, who holds master's and Ph.D. degrees in psychology from Temple University, has been a member of the La Salle staff since 1947. He is a past president of the Personnel and Guidance Assoc. of Philadelphia.

THE TV

By BROTHER CHARLES MCCLELLAND, F.S.C., '62

UNDERSTANDING today's media is one way of understanding today's teenagers, the first generation to be reared on television since birth. Such an understanding is one that parents and educators alike can ill afford to dismiss as irrelevant if they really want to make contemporary life meaningful to the modern adolescent. According to Marshall McLuhan, the controversial media analyst, today's teenagers are radically different than the teenagers of the '40s and even the '50s. An examination of the content and technique of the television medium alone reveals some interesting facets of the modern teenage personality.

For one thing, says McLuhan in his best-selling book, *Understanding Media: the Extensions of Man*, "part of the cool dimension of TV is the cool, deadpan mug that came in with the teenager. Adolescence, in the age of hot media, of radio and movies, and of the ancient book, had been a time of fresh, eager, and expressive countenances." (Expressed, presumably, in the Mickey Rooney-Andy Hardy approach to life.) "No elder statesman or senior executive of the 1940s," McLuhan continues, "would have ventured to wear so dead and sculptured a pan as the child of the TV age."

Teenagers, McLuhan asserts, imitate the cool characters encountered on a cool medium. By "cool medium" he means one in which very little information is given and therefore allows room for more participation and involvement on the part of the viewer. McLuhan explains that "the TV image is visually low in data . . . [it] offers some three million dots per second to the receiver. From these he accepts only a few dozen each instant, from which to make an image." Since the TV image is rough and eclectic, so too should be the ideal TV personality. "Anybody whose *appearance* strongly declares his role and status in life is wrong for TV," says McLuhan.

A survey of recent TV series shows the cool personality to be the most popular with teenagers. One long-running series, *The Man from UNCLE*, featured two agents, Napoleon Solo, an American, and Illya Kuryakin, a Russian, working together to preserve the world order. Besides being fascinated with UNCLE's electronic gadgets, teenagers responded to the two agents' unperturbed handling of crisis after crisis. At the start of the series, Robert Vaughn, who played the title role of Solo, received top

billing and performed most of the exploits on his own; David McCallum, who played Illya, was merely his assistant. But as TV critic Ned Hoopes has pointed out, although Solo was cool enough, he still had one weakness—his penchant for women. Illya, on the other hand, had complete control over all situations, including his love interests. Whether he got the girl or not was inconsequential.

As the series continued, the reserved, almost mystical Illya received a bigger piece of the action, so much so that by the time the show had run its course its title had become an anomaly. Which man from *UNCLE* was the title referring to?

If two antithetical nationalities, American and Russian, could work together, as *The Man from UNCLE* had demonstrated, why couldn't two antagonistic races, black and white, work in tandem? So runs the formula for another highly successful series, *I Spy*. (Again NBC had a misnomer—after all, there were two of them.) *I Spy* dropped the gimmickry of *UNCLE*, concentrating this time on realism and character development. The casting of Bill Cosby, at first thought of as something of a gamble by producer Sheldon Leonard, turned out instead as the program's greatest asset. The mumbling, low-keyed Cosby emerged as the wittiest and coolest of the two agents. White, as well as black, students identified with him easier than they did with the more sensitive, unstable Robert Culp.

TWO SERIES currently popular with students, *Mission: Impossible* and *Star Trek* are further extensions and variations of *The Man from UNCLE* and *I Spy*. Instead of only two characters engaged in daring exploits, *Mission: Impossible* boasts a five member team. All the members of the IM Force are proficient, resourceful individuals, including Cinnamon, the only female member of the team of experts. Cinnamon, unlike most heroines, is not given to hysterics. She is something of a first for television—the cool female character. "Most TV stars are men," McLuhan observes, "while movie stars are women, since they can be presented as 'hot' characters. Men and women movie stars alike, along with the entire star system, have tended to dwindle into a more moderate system since TV."

Star Trek extends the teamwork of *Mission: Impossible*.

GENERATION

to the future. The motley crew of the exploratory spaceship Enterprise is composed of both sexes and nearly all nationalities and colors, suggesting that perhaps true equality has been attained on earth at long last. But this series contains a further dimension in the most popular member of the crew, the green-skinned, pointed-ear creature from the planet Vulcan, Mr. Spock. Leonard Nimoy as Spock is merely a further development of McCallum and Cosby, but one better; Vulcanites have no emotions, a fact which Mr. Spock boasts about continually. He is, as it were, a human computer, much like Hal in *2001: a Space Odyssey*. But unlike Hal, Spock is still deeply concerned about the welfare of his fellow crewmen to the point of self-sacrifice. Mr. Spock represents what McLuhan calls "a paradoxical feature of the 'cool' TV medium," namely that television "involves us in moving depth, but it does not excite, agitate, or arouse. Presumably, this is a feature of all depth experience," he concludes.

Although the young adolescent may be living "mythically and in depth," he senses that it is unrealistic to suppress his emotions, even though he would like to. For models who cope with everyday problems, the teenager looks for shows with more contemporary settings, the so-called "family shows." Such a program is *Family Affair*, a favorite of the younger teenage set, according to a recent article in *TV Guide*. Uncle Bill, as played by Brian Keith, is the great problem-solver for his three wards, one of them a teenager. Since he is un-married, Uncle Bill's wise decisions are not complicated by any female point of view, an advantage he shares with Fred McMurray of *My Three Sons* and Lorne Greene of *Bonanza*. (This season, interestingly enough, it is mom's turn to be seer, with Lucille Ball, Diahann Carroll,

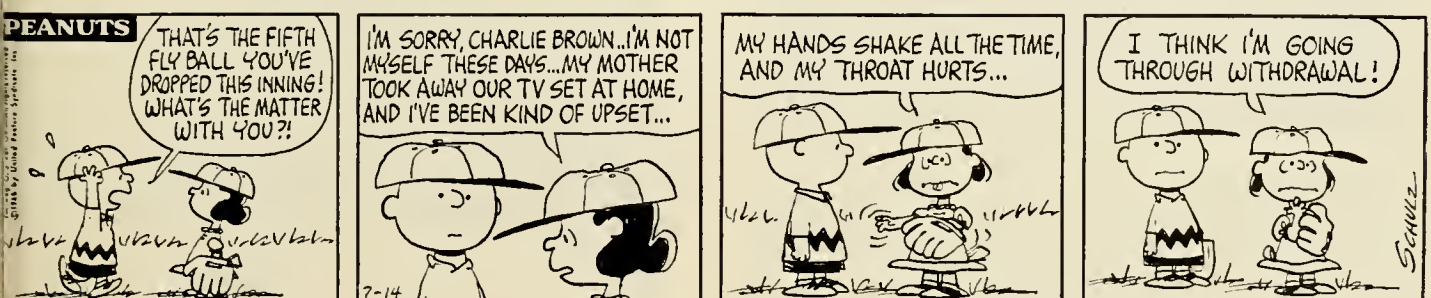
and Doris Day starring in series in which they are either divorced or widowed.)

Shows like *Family Affair* are not family shows at all; they are "half-a-family" shows. With no suitable mom-dad relationships on the screen, the adolescent, as he grows older, soon disdains such programs and graduates to the shows that epitomize his characteristically cynical nature. He delights, then, in the political, social, and ethnic irreverencies of Rowan & Martin's *Laugh-In* and *The Smothers Brothers Show*. Both of these shows in the mind of the teenager "tell it like it is" and are "with it," the latter expression one which McLuhan says came into vogue with TV.

Laugh-In itself has given teenagers a whole new jargon ("Sock it to me, baby," "Here come the judge," and "very interesting"). Not since *Get Smart*, with its "Would you believe?" and "Sorry about that," has a program changed the speaking patterns of youngsters. McLuhan offers a possible explanation of the phenomenon when he says: "Slang offers an immediate index to changing perception. Slang is not based on theories but on immediate experience."

ONE SUCH "immediate experience" that lends credence to a McLuhan theory is *Laugh-In's* approach to humor. *Laugh-In* abounds with one-liners and *non sequiturs*. In McLuhan's view of modern humor the "cool" joke drops the story line because it is not involving enough. His favorite example of a cool joke is the following: "What is purple and hums?" Answer, 'An electric grape.' 'Why does it hum?' Answer, 'Because it doesn't know the words.' Such repartee sounds very reminiscent of a typical *Laugh-In* sketch.

Laugh-In utilizes the quick-cutting technique of *Mission*:





"Laugh-In"—Political, social and ethnic irreverencies.

Impossible, but for a different effect. This rapid editing, which fascinates youth and annoys older viewers, is derived, of course, from the television commercial. Virtually a "mini-art" in itself, which *TIME* Magazine analysed in a recent cover article, the commercial has broken down the viewer's sense of continuity and progression. The viewer now accepts quicker jumps in thinking. For example, in a 15-minute newscast the viewer may pass from Vietnam report to deodorant commercial, back to riot report and mouthwash commercial, and so on, with very little difficulty in adjusting his attention.

The commercial has also indirectly affected the motion picture industry. Many high-brow films (like Fellini's *8½* and *Juliet of the Spirits*) and even occasional low-brow pictures (such as *Point Blank* and *Mirage*) owe their subtle transitions between reality and illusion to the influence of the commercial, both in making the technique possible and in conditioning the audience to accept such an approach. One former commercial director, ex-Philadelphian Richard Lester, has used the jump-cut almost exclusively as his personal cinematic style in the Beatles movies (a technique borrowed for TV's *The Monkees*) and more recently in *Petulia*. Two of the year's most popular films with young people, *Bonnie & Clyde* and *The Graduate*, utilized the elliptical cut in a number of scenes. "The story line is

dropped from 'cool' jokes and 'cool' movies alike," says McLuhan.

MOVIES themselves are a favorite of the older teenage TV viewers. A recent *TV GUIDE* article, "Who Watches What?" places the network movie nights in positions 1, 2, 3, 4, 6, and 9 of the top ten shows watched by those 18 and older. (This season there are seven network movie nights.) That the film medium should serve as the staple for the TV medium would come as no surprise to Marshall McLuhan. This phenomenon is simply an application of his so-called "rear-view mirror" theory, which states that the older medium inevitably becomes the content of the newer medium. Plays and novels were the bases for movies and now movies themselves are the bases for television series. According to this theory, the newer technology, not quite sure of its own capabilities, looks back at the accomplishments of the past for security, via McLuhan's rear-view mirror, and in so doing, helps to define the specific properties of the preceding medium. The motion picture has only recently been regarded as an art form by the general public.

Many schools are now accepting the challenge that the image-conscious student presents to the text-book-oriented curriculum. (The TV youngster sees 15,000 hours of television by the time he graduates from high school, as com-

pared with the 10,000 hours he has spent in the classroom, according to one estimate.) Film-TV study courses are being thought of more in terms of needed courses and not simply as classes that are "nice" or "enriching" or to impress evaluating committees. The thrust of this movement seems to be coming from the English teacher, who again, as always, has that one more thing to do. The National Council of Teachers of English, for example, has already published two paperbacks in this area (*The Motion Picture and the Teaching of English* and *Television and the Teaching of English*). And *Exploring the Film*, heralded by its publishers as the first "non-text text," makes its appearance in several high schools this year.

The modern student will not be satisfied with just learning about movies and television; he already knows quite a lot about them—probably even more than the teacher does. Their sense of involvement urges them to produce their own TV shows and movies. An increasing number of schools have their own television and motion picture equipment, providing their students with the opportunity of making video tapes and films. In most cases, student-made films and tapes mirror their own experiences in the contemporary world or imitate their favorite movies and TV series (para-

dies of *Bonnie & Clyde* and *Mission: Impossible* were very popular last year). These projects are simply experiences in perception, a getting a feel for the media, in much the same way that imitating the styles of novelists and poets has been an exercise in the forms of the written and printed media.

Television and movie courses in the schools help the modern students to bridge the gap between his electronic world and the world of the 19th Century classroom, but such courses are only temporary expedients at best. TV and films are only two components of the "electronic environment" that includes computers, 'boss' radio, and shopping center background music. The inter-relatedness of things, including those things we call subjects in schools, has become a vital concern. The walls separating the various disciplines are crumbling and being replaced by cooler means of instruction that involve the students more. The orderly, print-like lines of desks are giving way to discussion tables and the lecture is giving way to the seminar. Until such time as the schools finally decide to explore the total environment, they should at least, as McLuhan observes, "ease our transition from the fragmented visual world of the existing educational establishment by every possible means." ■



"Star Trek"—A further extension of "Man From Uncle" and "I Spy."



Brother Charles McClelland, a 1962 graduate of the College and the recipient of a master's degree in 1963, entered the Christian Brothers in 1958. He teaches English at La Salle High School and this fall conducted an honors seminar in experimental film at the College.

Coach Gola: After God, then what?



Coaching the Explorers: A tough task, even for Everybody's All American

GOD is *not* dead, notwithstanding the reports of some contemporary theologians. He is alive and well and coaching basketball at La Salle College.

Thomas Joseph Gola, who was selected All Everything by everybody during a Frank Merriwell college and professional basketball career and is now a state legislator, was named La Salle's head basketball coach late this summer.

In an effort to salvage what remains of the College's basketball program after a succession of four coaches in as many years, Gola was appointed to succeed Jim Harding, who resigned to become coach of the professional Minnesota Pipers.

Harding provided what was perhaps a predictable conclusion to a cycle that began with the Glory Days of Gola and the NCAA title, included several seasons of great promise but lethargic court performances, and ending with Harding's superlative won-loss record (20-8) mar-

red by the worst press commentary the College has ever received.

In a single year, Harding managed both to quench La Salle's thirst for victory while simultaneously invoking the wrath of several sports columnists who saw in Harding's spartan methods and irresponsible remarks a desire to "win at any cost." It was Harding's brash comments to the press concerning revoking scholarships that brought the Fran Scott case (see *LA SALLE*, Spring 1968) to the attention of the NCAA, which has yet to announce its reaction (if any) to the entire situation.

Gola, trim and fit at age 35, is counted among the great basketball players in the history of the game. From the early days at La Salle High, where he scored an incredible 2,222 points under coach Obie O'Brien, he was destined for stardom. Sought by some 75 colleges and universities, he became a three-time All American at La Salle and five times was an All

Pro selection with the Philadelphia (now San Francisco) Warriors. He retired in 1966 while with the New York Knickerbockers.

He is, of course, familiar with the myriad of problems faced by La Salle's court program since he left the campus 13 years ago. And particularly those of the Jim Harding Era.

"I don't think I'm coming back to create a new La Salle," Gola says. "But I do want to bring La Salle back to where it belongs . . . to erase the image of La Salle as a 'renegade' school."

"Last year's situation was the Jim Harding story," he continued. "What Jim Harding had in mind isn't strictly what I have in mind. If anybody else in the city had a 20-8 record and went to the NCAA tournament, it would have been a great season." He adds that his teams will "play strictly as a family. don't want to be a tyrant."

Gola, whose winning personality and

lusterous career should be a great asset in recruiting, still admires the coaching methods of Ken Loeffler, his La Salle mentor whom he calls "the best coach in the world."

"For myself," Gola says of recruiting. "I want a basketball player but I also want a boy who's going to be a student. I don't want to flounder a scholarship in front of a boy who we'll lose after one or two years. I want to talk to his friends, his family. If he's a bad boy, I don't want him. I don't care if he's the greatest basketball player in the world. A bad boy will hurt the team and himself."

A state representative (of Republican persuasion) who is up for re-election this fall, Gola seems unconcerned about finding time to coach the varsity Explorers through a tough 24-game schedule that opens December 4 at the Pal-estra.

One got the impression Gola felt the Republicans' chances weren't too good at the time of his coaching appointment, but at press time Richard Nixon appeared capable of carrying many GOP state candidates along to victory. And Gola also has his own insurance agency.

It will be a tough task, even for Everybody's All American and even though Gola has a veteran team with proven talent returning—plus a promising sophomore.

Dave Ervin, who with frosh coach Curt Fromal will assist Gola, is the only 1967 letterman lost to graduation. Returning are guards Bernie Williams and Roland Taylor, forwards Larry Cannon and Stan Włodarczyk, and center Ed Szczesny—for most games last season's starting lineup.

Also, add sophomore Ken Durrett, a 6-7 high school All American, who is regarded as a top prospect—even at a school that has become jaded by mediocre performances by reported "super stars."

Despite the personnel at his disposal, legislator-insurance agent-coach-ex-Super Star Gola will unquestionably have a good deal on his mind at the height of the court season. Fortunately, this year is a "light" year for traveling (the cycle of long trips—Miami, New Orleans, Creighton—occurs on alternate seasons).

One can't help wondering if even Gola's All American shoulders can bear a burden most men would not even consider. Also, even the most fervent Gola fans can't seem to avoid the obvious question: "Can he coach?"

Many of the foregoing questions would arise no matter who La Salle's new coach might have been. What is particularly worrisome in the case of Gola, however, is still another nagging query—if "God" is hung in effigy, then what? *RWH*

Innovations for '68-69 Academic Year

TWO NEW major programs, four new honors courses, and 16 new faculty members in the day division and 17 new courses in the evening school highlight the College's 106th academic year this fall. A combined total of more than 6,600 day and evening students were expected for 1968-69.

The day division enrolled some 800 freshmen, raising overall day enrollment to some 3,200—a slight increase over last year's enrollment. The evening division welcomed some 500 freshmen when it opened its 22nd academic year on Sept. 11.

Among the evening students, who were expected to total more than 3,400 this year, are some 200 new freshman coeds. Female students, accepted for the first time in La Salle history in the evening division last year, total some 15 percent of the enrollment.

New major programs in correctional work and in theology, plus 16 new faculty

members, highlight the day school's academic year.

The new program in correctional work, under the aegis of sociology department chairman Dr. Thomas M. Coffee, includes a two semester field seminar in correctional work entailing two hours of classroom and six hours of field work per week. The seminar will examine the correctional process through field work in law enforcement, judicial and correctional agencies, and classroom sessions.

A new theology program has been initiated under the direction of Brother James Kaiser, F.S.C., S.T.D., chairman of the theology department. Although theology courses have always been available to La Salle students, this program will provide the first full four-year curriculum in the subject for students who wish to major in theology. The program will require 36 hours in the subject for majors.

The new honors program courses include The City, conducted by Dr. Digby Baltzell, of the University of Pennsyl-



The Class of '72 starts college with a rousing cheer

The Film as Art, by Brother Charles McClelland, F.S.C., of La Salle High School, and Yeats, given by Dr. Lester Connor, of Chestnut Hill College.

New day faculty members include: Dr. Richard E. Lauty, Dr. John J. Seydow, and William H. Hammill, all English; Dr. David A. Harris, Rev. Patrick McDonough, C.P., Bruce R. Tully, Miss Florence R. Ray, and Kenneth S. Witkowski, all philosophy; Ramon Garcia-Castro, comparative literature; Kevin P. Coyle, theology; Brother John D'Alfonso, F.S.C., Spanish; Michael R. Dillon, political science; Dr. Anthony Galatola, astronomy and physics; Robert M. Gilligan, psychology; Dr. Rita S. Mall, French, and Miss Florence D. Zampogna, mathematics.

Music Theatre '68 Sets Patron Record

SUMMER theatres have had attendance problems over the past several seasons, but one venture appears to be thriving despite the reported decline.

La Salle's Music Theatre this summer broke a previous season attendance record and has exceeded the 130,000 mark in patrons, according to Dan Rodden, managing director of the unique, college sponsored operation.

The musical repertoire company, which was founded by Rodden in 1962, broke two records set during the 1965 season. "My Fair Lady," this summer's initial offering, attracted 12,647 patrons — some 102% of capacity for 32 performances in the 382-seat house—to break the single show record held by "Camelot" in 1965.

The season attendance of 22,300 also eclipsed the 1965 summer mark of 21,000 for "Camelot" and "Brigadoon." This year's second offering, "Kiss Me, Kate," drew 9,700 customers for its 25-performance run through August and early September.

Faculty Promotions

TEN faculty members have been promoted in rank, it was announced by Brother Daniel Burke, F.S.C., Ph.D., vice president for academic affairs.

Five new associate professors were named, among them three from the psychology department. Appointed associate professors of psychology were Dr. Victor Brooks, Dr. Joseph D. Kovatch and Dr. John A. Smith.

Other associate professors named and their fields were Dr. Bernhardt G. Blumenthal, German, and Dr. Raymond J. Pierzchalski, philosophy.

New assistant professors named were William J. Farnon and Eugene Lashchuk, both philosophy; George A. Perfecy, Russian; Miroslav Labunka, history, and Peter Frank, English.

Conboy Asst. A.D.

JOHN J. (Jack) Conboy, '50, has been appointed to the newly-created position of full-time assistant athletic director at La Salle.

Conboy, 44, recently retired from the U.S. Army after 20 years service with the rank of Lieutenant Colonel. A veteran of World War II, Korea and Vietnam, Conboy also served on the ROTC staff at La Salle as assistant professor of military science and tactics, from 1960 to 1964.

Conboy was a member of St. Joseph's Prep's last city championship football team in 1939. He also played basketball at the Prep before graduating in 1942. After three years of World War II service in Europe, Conboy enrolled at Georgetown, where he played football for two years before transferring to La Salle.

Conboy was assistant football coach at St. Joseph's Prep from 1948 to 1950. He also coached Army football and basketball teams in Europe and Hawaii and organized a triathlon team at La Salle which produced three present members of the U.S. Army modern pentathlon team — Don Walheim, Bill Conroy and Gary McNulty. He holds an MBA degree in Industrial Management from Temple University.

Nixon Poll Victor

FORMER Vice President Richard Nixon was the victor in a presidential mock election by evening division students at La Salle.

Ex-Alabama Gov. George Wallace surpassed by two votes the ballots cast for Vice President Hubert Humphrey in the poll, which was conducted by the evening division's student Marketing Association during registration this fall. Only 1,462 of the school's over 3,000 students voted.

No candidate received a clear majority in the election, which utilized paper ballots. Nixon received 614 votes or 42% of those cast, while Wallace netted 378 (25.8%) and Humphrey 376 (25.8%). Ninety-four write-in votes were also cast. The average age of those voting was 26.8 years.

Fund Aide Named

PHILIP T. ARCHILLES has been appointed associate director of development at La Salle. Archilles, 42, succeeds Thomas M. Bruce, who relinquished the post to devote full attention to his law practice.

A graduate of Emory University, Archilles had been director of development for Child and Family Services of Connecticut prior to joining the La Salle staff. He previously held fund raising and public relations posts with Holland, Estill and Co., New York City, and the Heart Associations of Georgia and New York State.

'68-69 Court Slate

LA SALLE's new basketball coach, Tom Gola, will make his debut with a 24-game schedule in 1968-69, it was announced by Athletic Director James J. Henry.

The Explorers open their 39th season of varsity intercollegiate competition at the Palestra, Wednesday, Dec. 4, against the University of Baltimore, one of four new additions to the schedule. Detroit, Hofstra and St. Francis (Pa.) are the other newcomers.

La Salle will also compete in the ECAC Quaker City Tourney at the Spectrum, Dec. 27-30, against an impressive field that includes St. Joseph's, Niagara, DePaul, South Carolina, Indiana, Rhode Island, and Penn State.

Highlighting the 13 game Palestra schedule will be appearances of such powers as Miami (Fla.), Canisius, Creighton, Western Kentucky, Loyola (New Orleans), Duquesne and Detroit, as well as the traditional Big Five opponents.

The 1968-69 varsity basketball schedule:

DECEMBER—4, Baltimore; 9, at Rider; 11, Miami (Fla.); 14, at Niagara; 18, Canisius; 21, at Albright; 27-28-30, ECAC Quaker City Tourney (Spectrum). JANUARY—4, Hofstra; 8, Creighton; 11, at Syracuse; 18, Western Kentucky; 22, Pennsylvania; 25, Temple; 28, at St. Francis (Altoona, Pa.). FEBRUARY — 1, Loyola (New Orleans); 5, at Lafayette; 8, Villanova; 12, at American U. (Fort Myer, Va.); 15, St. Joseph's; 19, Duquesne; 21, Detroit; 25, at West Chester.

MOVING?

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1968 Newsweek Award to La Salle

LA SALLE was honored at this summer's national conference of the American Alumni Council where the magazine received the second annual NEWSWEEK Magazine Award for "the highest achievement in relating the institution to public affairs."

The \$500 cash award and plaque was presented during the Miami Beach conference by Mel Elfin, the magazine's Washington bureau chief.

The award cited the special issue of LA SALLE devoted to "Crisis in the Cities," which appeared in the fall, 1967 issue.

LA SALLE was the Middle Atlantic district representative in the national competition, which also included the magazines of Yale University, Oberlin College, University of California (Berkeley), Notre Dame, and Washington University.

"This year's winning entry," Elfin said at the presentation ceremonies, "tackled the greatest problem facing our country today—our cities. This magazine directly related the problems of the city to the campus itself. Many off-campus and alumni publications have tackled this problem in great depth, but few with as great skill and sense of 'being there' as did this year's winner."

Alumni editors at all AAC member institutions had been invited to submit any article, series, or special issue published between March 1967-68, probing a public affairs issue—such as the urban crisis or student unrest.

Judges for the competition included Dr. George Gerbner, dean of the Annenberg School of Communications, University of Pennsylvania; NEWSWEEK Education Editor Peter Janssen; NEWSWEEK art director Fred Lowry; John E. Lee, assistant to the publisher of NEWSWEEK, and Jean Williamson, manager of the magazine's college newsletter, "On Campus."

Perhaps equally extraordinary was the selection by the American Alumni Council of *two* photographs as among "the 20 best photos of 1967-68." Both photos were taken by Lawrence Kanevsky and each appeared in the urban crisis issue.

In addition, one of the photographs (below) was selected in a special competition to choose the "20 best of *all* of photos—more than 100—that have received awards since the competition started in 1963. Kanevsky, whose photographs have often appeared in LA SALLE, is a graduate of Temple University. ■



Newsweek Winner



'Best' Since '63



Photographer Kanevsky

CLASS NOTES

'41

WILLIAM H. L. SULLIVAN, Pittsburgh-area vice president of Wellington Distributors, Inc., moved up to executive vice president of the Philadelphia subsidiary of Wellington Management Co.

'48



JAMES B. HATTMAN

JAMES B. HATTMAN, who has recently been named a vice president of the Davison chemical division, W. R. Grace & Co., will also be responsible for the Petroleum Chemicals Department.

'49

Army Reserve Lt. Col. JOHN G. GALLAGHER was graduated from the command and general staff officer course at the Command and General Staff College, Ft. Leavenworth, Kan. CARMEN F. GUARINO was elected president of the Water Pollution Control Association of Pennsylvania at its 40th Annual Conference in August at University Park, Pa. HIL-

LERY A. JOHNSTON received his master of science degree in education from Temple University early this year. JOHN F. MOROSS received his master of business administration degree from Temple University at the June commencement. JOHN J. SCHNEPP has been appointed to the new position of manager of news and information services for RCA Service Company, which is headquartered in Cherry Hill, N.J. CHARLES J. TROIS has left the U.S. Internal Revenue Service after 14 years of service to join the firm of Richard P. Haring.



CARMEN F. GUARINO



JOHN J. SCHNEPP

'50

LEROY E. DURKIN has been named vice president and general manager of the Tube-O-Flex division of Warner Packaging at Bridgeport, Conn. JOHN JACKSON has been appointed Supervisor of Elementary Education for the State of Delaware.



LEROY E. DURKIN

'51

MAURICE RUDDEN has been elected vice president, manufacturing at Lock Seam Tube, Inc., Montgomeryville. JAMES F. MONAHAN has received his master of education degree from Temple University.

'52

Army Maj. G. MICHAEL GIRONE is waging a two-pronged battle in Vietnam—the treatment of injuries to both military personnel and Vietnamese civilians. Maj. Girone assists in a comprehensive hospital program that has resulted in aiding more than 1,000 civilians in the last six months. WILLIAM A. LA PLANTE received his doctor of education degree from Temple University in June. Maj. JOSEPH E. MARTIN, a member of the Military Airlift Command, has been certified as a master navigator at Norton AFB, Cal.

'53

MICHAEL P. MONTEMURO recently received

Homecoming Weekend Nov. 22-24

The Fifth Annual Alumni Homecoming Weekend will be held this year on Friday, Saturday and Sunday, November 22-24.

Following last year's successful experiment, the Weekend again will be coordinated with two major student activities: the final game of the Club Football season (Scranton University, November 23) and the annual Tap Off Rally and Parade (Sunday, November 24).

An alumni hospitality center again will be set up in McCarthy Stadium for these events. In addition, the usual Alumni Stag Reunion will be held in the College Union Friday night and the Dinner-Dance on Saturday evening.

Alumni President Daniel H. Kane has named Thomas J. Lynch general chairman of the Weekend. Roy J. Barry and Francis P. Brennan will be chairmen of the Stag and Dinner-Dance.



Some 300 key alumni attended the annual Leadership Conference held on the campus this fall.

his doctor of education degree from Temple University. JOSEPH E. VILLO has been appointed assistant manager of marketing—east coast for the Columbia Hallowell Division of Standard Pressed Steel Co.

'54

WILLIAM J. QUAINANCE received his doctor of education degree from Temple University last February. RAYMOND T. VASOLI is now associated with his brother, EDWARD, '52, in the Vasoli Electric Company, Inc. *Marriage:* JOHN WILLIAM McMUNIGAL to Marilyn Louis Fauber.

'55

PHILIP E. BECKER received his master of education degree from Temple University. JAMES I. GILLESPIE, who has been associated with the firm of Jenkins, Fetterolf & Co. since 1955, has been admitted to partnership. JAMES TOWSON, presently assistant principal for curriculum & instruction at Rancocas Valley Regional High School, Mount Holly, N.J., has been appointed principal of Clearview Regional High School, Mullica Hill, N.J.

'56

LAWRENCE L. MAGUIRE received his master of business administration degree from Temple University. JOHN MARELLA recently received his master of arts (teaching) degree

from St. Louis University. FRANK E. MCGUIGAN recently received his master of education degree from Temple University. Lcdr. JACK SECHLER has returned to the U.S. after having served with the military assistance advisory group in Oslo, Norway for three years. He is now with the chief of Naval Material in Washington, D.C.

'57

RUSSELL C. MIDDLETON



Army Maj. GEORGE E. KENEIPP, JR., completed an ordnance officers advanced course at the U.S. Army Ordnance Center and School, Aberdeen Proving Ground, Md. RUSSELL C. MIDDLETON has been named manager of cost accounting at Atlas Chemical Industries, Inc., Wilmington, Del. GABRIEL J. PASCUZZI, former assistant principal of the Jay Cooke Junior High School, Phila., has been appointed assistant principal of Springfield Senior High School, Montgomery County. The following members of the class received masters degrees from

Temple University: JOHN A. CARROLL, PAUL J. DIESENBRUCH, JR., WILLIAM A. FYNES, JR., EDWARD M. SULLIVAN and HENRY W. ZAKRZEWSKI.

'58

JOSE M. BIASCOFECHEA died in a car accident early in August. JAMES B. GARVIN has been appointed district sales manager for the New York area of *Business Management Magazine*. The following members of the class received masters degrees from Temple University: ABRAHAM U. FLORES, JOSEPH J. LARKIN, VINCENT D. MCCRANE, and MILTON A. WASHINGTON.

'59

FRANCIS E. GLEESON, JR.



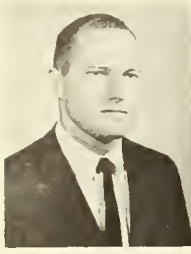
THOMAS J. BOYCE has been elected assistant treasurer of Beatrice Foods Co. JOHN E. DALY and LEO A. DONAHUE received masters degrees from Temple University. FRANCIS E. GLEESON, JR., is a candidate for the Pennsylvania Legislature from the 172nd

Northeast Philadelphia. JOSEPH WAREWICZ has been named instructor in history at the Beaver County campus of the Pennsylvania State University.

'60



EUGENE A. KING



JAMES W. WAGNER

N. ANTHONY BATTAGLIA received his master of arts in religion from Princeton University, Princeton, N.J. EUGENE A. KING was elected president of the Philadelphia Junior Chamber of Commerce for 1968-69. JAMES W. WAGNER has been named an assistant cashier at Provident National Bank. The following members of the class received masters degrees from Temple University: ALGRID R. BARKIS, THOMAS V. CHELIUS, JOHN J. LENEWEAVER, and MARVIN SACKS. *Marriage:* PETER E. FARRELL to Mary Lou Gannon.

'61

HARRY B. CASEY has been awarded his master of engineering science from The Pennsylvania State University in June. Navy Lt. WILSON W. ELLIOT has been named commander of the Naval and Marine Corps Reserve Training Center in Rockford, Ill. JOSEPH J. MOMORELLA was promoted to Army Maj. recently while serving as assistant area advisor with Advisory Team No. 95 advising the Vietnamese Army's III Corps near Bien Hoa, Vietnam. The following members of the class received masters degrees from Temple University: GEORGE A. CARROLL, MICHAEL A. RITUCCI, RONALD A. ROSSELL, RICHARD SOBON, and WILLIAM D. WOLFF.

'62

Capt. JEROME J. MASTAL, a missile operations staff officer and member of the Strategic Air Command, has been assigned to Offutt AFB, Neb. JACK J. MURRAY was recently appointed manager of data processing, eastern area, Atlantic Richfield Co. The following members of the class received masters degrees from Temple University: RAYMOND J. ALIOTO, JOHN DUNN, ALBERT N. ORIOLD, VINCENT C. PISELLI, and WILLIAM J. STROBLE. *Marriage:* JOHN RICHARD FITZPATRICK to Judith E. Pilarz.

'63

TERENCE HEANEY was graduated from Temple Law School and has been admitted to the Bar Assoc. Capt. JOHN MAGUIRE will soon begin his second tour of duty in Southeast Asia. He was previously Protocol Officer for Clark Air Base, Philippines. Army Capt. WERNER G. SCHMIDT was graduated from the mechanical maintenance officer course at the U.S. Army Ordnance

Center and School, Aberdeen Proving Ground, Md. JOHN F. SMART, JR., has attained membership in the 1968 Million Dollar Round Table, the international organization of leading life insurance underwriters. The following members of the class received masters degrees from Temple University: FRANCIS J. COOK, PATRICK J. CRONIN, and DAVID J. SWANKOSKI. *Marriage:* TERENCE HEANEY to Madaline Hawley.

'64

THOMAS D. DE LUCCA received his master of science in commerce management sciences from St. Louis University. JAMES A. GIGLIO received his degree of doctor of dental surgery degree and will intern at Wilmington General Hospital, Wilmington, Del. DAVID B. KNIES received his master of engineering science degree from Pennsylvania State University. DR. DENNIS L. METRICK has been named an instructor in philosophy at Marietta College, Marietta, O. JOHN J. PACZKOWSKI, Esq., has been admitted to practice law before the Supreme Judicial Court of Mass. and the Federal District Court. VINCENT J. PANCARI was installed in the Vineland, N.J. Exchange Club in August. Dr. JOHN A. PIEPSZAK received the degree of doctor of dental surgery and plans to serve his internship at Allentown, Pa. Hospital. JOHN E. POLITOWSKI received his master of science in mathematics degree from Fresno (Calif.) State College and is now employed at Pacific Missile Range Pt., Muau, Calif., as a mathematician in the data processing department. Capt. ALBERT RUPPERT, an aircraft maintenance officer, has been assigned to Hill AFB, Utah. First Lt. JOHN D. SNYDER received the U.S. Air Force Commendation Medal at March AFB, Calif. Lt. Snyder was decorated for his meritorious service as a personnel officer at 15th Air Force headquarters at March, Calif. The following members of the class received masters degrees from Temple University: JOHN K. COHAGEN, RICHARD D. DI MASCO, and WILLIAM A. VOTTO, JR. *Marriages:* PETER J. KIERNAN to Christine Ann Kelly; Lt. ANTHONY F. WALSH, USNR, to Angela Mihadas.

'65



JAMES L. FOREMAN

JOHN E. BROWN was named co-publicity director of the Virginia Inter-service Conference at a meeting of the Executive Board in August. JAMES L. FOREMAN was recently appointed district sales manager in Rohm and Haas Company coatings department. Mr. Foreman will direct the sale of Rohm and Haas coatings resins in Southern New Jersey, Delaware, Maryland and Virginia. MICHAEL B. GORMLEY received the degree of doctor of dental surgery and will intern at Wilmington, Del. Medical Center. JAMES

J. KLINE died in May while in Vietnam. The following members of the class received masters degrees from Temple University: EDWARD A. MCCOOL, VINCENT A. PINTO, and JOSEPH P. PURCELL. *Marriages:* EDMOND J. DORAN, JR., to Maria E. Bello; Capt. JOHN M. E. FERET to Jane E. Gillis; EUGENE C. LANG to Suzanna M. McGrath; ALFRED J. MAURIELLO to Susan Joyce Patterson.

'66

FRANK R. BRESLIN has been named to the position of manager of traffic operations for Scott Paper Company. J. RICHARD CAHILL received his master of business administration from Xavier University, Cincinnati, O. JOSEPH M. GAFFNEY was awarded his master of arts degree from the American University, Washington, D.C. HAROLD V. N. LANCE was promoted in June to Army Capt. while assigned to the 57th artillery near Illersheim, Germany. The following members of the class received masters degrees from Temple University: HOWARD DANDO, PETER J. GARITO, WILLIAM HAMMILL and THOMAS SINES. *Marriages:* MICHAEL T. CARR to Anne Elizabeth Griest; JOSEPH J. LUBONSKI, JR., to Patricia M. Maguire; JAMES A. MCMAHON to Nancy Ellen Culligan; LEO J. MULLEN, JR., to Mary C. Briggman; HENRY P. STOEBAU to Barbara G. Ensminger.

'67



ROBERT G. ALLEN

LOUIS G. ALAMAN, JR., has been promoted to First Lt. in the Army while stationed in the Panama Canal Zone. ROBERT G. ALLEN, JR., has been commissioned a Second Lt. in the U.S. Air Force upon graduation from officer training school at Lackland AFB, Tex. WILLIAM L. LEAHY, JR., was assigned to the 87th Engineer Battalion near Cam Ranh Bay, Vietnam. Second Lt. ROBERT P. O'BRIEN has graduated from the U.S. Army engineer officer candidate school at Ft. Belvoir, Va., and has been commissioned a Second Lt. in the Transportation Corps. THOMAS R. RYAN received his master of arts degree in social studies from Colgate University in August and will begin teaching this fall at Central High School, Trenton, N.J. *Marriages:* Pfc. LAWRENCE LEAHY, JR., to Karol Ann Koteski; HENRY RZEMIEŃSKI to Elizabeth Ann Duffy.

'68

JOSEPH H. PUTRO received his master of arts degree from Temple University. THOMAS J. ANDERSON was recently appointed "housing intern" by the U.S. Department of Housing and Urban Development and has been assigned to its region II office in Philadelphia. *Marriage:* HARRY F. KUSICK, JR., to Susan E. Epstein.

La Salle Vignettes



Joe Grady /radio lives

"Originally, radio broadcasters sought the biggest possible audience. Now, most seek just a select portion," according to **Joseph A. Grady, '40**, director of operations for WPEN radio and for some 30 years a leading figure in Philadelphia radio. Grady attributes the "decline" of radio (relative to its "Golden Days" in the '30s and '40s) to the proliferation of stations with the advent of FM radio, rather than to TV. "Music has been completely wiped-out of the picture on AM," he adds. "Now the emphasis (on AM) is on public affairs programs—talk shows, all news stations, and telephone response shows. But in the brief period since the appearance of these programs, they have already become passé, while the entertainment era of radio continued for nearly three decades." The founder of WPEN's "950 Club"—the number one show in the area for some 10 years—Grady began his radio career at WHAT while still an undergraduate. He later joined WIP's "Dawn Patrol" staff and in 1944 went to WPEN. Grady, a past Grand Knight of the Knights of Columbus, this fall began a new career (in addition to his position at WPEN)—teaching. He is conducting a four-year college course in oral communications at St. Charles Borromeo Seminary. He, his wife Patricia, and their two daughters live in suburban Broomall.



Jack Bresnan /

greater challenges

"I've been concerned about La Salle, mainly because it has historically been a college which was approachable by a Catholic minority who looked upon large universities as alien places." Thus, **John J. Bresnan, '50**, a program officer for the Ford Foundation, conveys his concern for the future of La Salle, and most other Catholic colleges. "I think La Salle was playing the role of moving large sections of the Catholic minority into the middle and upper class," he continues. "For La Salle to continue today, it means working with an entirely new population group—middle class people. There are probably greater challenges than that for La Salle." Bresnan, who was editor of *The Collegian* while an undergraduate English major and had a news career before joining the Foundation in 1953, is acutely aware of the financial problems faced by small colleges, but he contends, "You can't worry about money. If you have an ideal, a commitment, there are all kinds of ways to raise the money." In his position as a program officer for Asia and the Pacific, Bresnan is actively involved in the Foundation's economic and social programs throughout Asia. He holds a master's degree in government from New York University and his major interest is in the social sciences. He, his wife Barbara, and their four children make their home near New York City.



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Coach Gola: After God, then what?







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